

# Ecole Senator Riley Middle School

## Annual Education Results Report 2022-23

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

[School Education Plan 2021-2024 \(year 2\)](#)

[School Website](#)

### School Land Acknowledgement

#### Vision

Engagement, Support and Success for each learner.

#### Mission

Each learner entrusted to our care, has unique gifts and abilities.  
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

#### Priorities

**Engagement:** Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

**Support:** Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

**Success:** Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

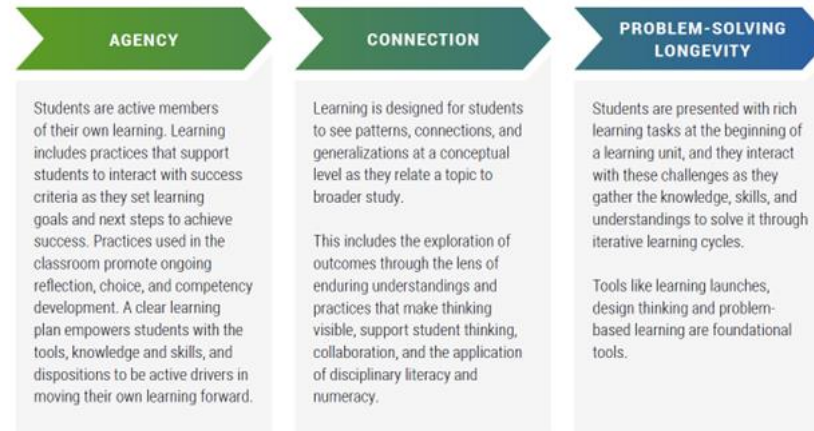
#### Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education

system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

### »» THE FUTURE-FOCUSED MODEL FOR LEARNING



## Our Goals and Strategies

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>		<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## About Our School

École Senator Riley Middle School is a grade 6 – 8 dual track French Immersion School. ÉSRMS is located in the Town of High River Alberta. Our school community serves approximately 340 students who live in High River and the surrounding area. We provide high quality learning experiences for students through a broad range of educational opportunities including the French Immersion Program, the Arts, CTF courses, outdoor learning experiences and athletics.

## School Highlights and Celebrations

Colt Friday Options – Students had the opportunity to take part in a variety of learning experiences that were put together and delivered by both teachers, and community experts and partners.

Special Events – Skills Canada Day, Hackathon, Career Day, Winter/Mother's Day market and boat building competition. These days involved many community members coming into our building and working with students.

Consistent work towards building a safe and caring culture where all students can succeed.

## Alberta Education Assurance Measures Report Summary

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5304 Senator Riley School

Assurance Domain	Measure	Senator Riley School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.8	80.3	80.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	70.2	69.7	73.1	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	66.4	56.6	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	13.6	15.2	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.8	77.4	80.9	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.5	76.7	76.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	64.5	80.5	80.5	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	69.7	78.3	76.4	79.1	78.8	80.3	Very Low	Maintained	Concern

# Aggregate Summary

Foothills School Division Assurance Survey  
 % of Parents with positive responses in each category excluding "Don't Know"

127

Results in Set

92% Program of Studies	75% Work Preparation	72% Citizenship	61% School Improvement	67% Welcoming, Caring, Respectful...
94% Quality of Education	68% Life Long Learning	89% Student Learning Engagement	74% Parental Involvement	75% Access to Supports

### Legend (From the Alberta Education Assurance Measures Report - 2022)

- **Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

## Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

*Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

## Engagement

### Our Story of Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)

### Stakeholder Engagement Results Analysis

#### Goal

*Desired Result*

#### **Advance stakeholder engagement and communications**

Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.

#### Outcomes

*Measurable statements of what FSD seeks to achieve*

Purposeful and appropriate stakeholder engagement and communication strategies ensure:

- governance aligns with and is responsive to the needs and expectations of the learning community.
- stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.
- communication provides assurance.

#### Indicators

*Indicators of achieving outcomes*

- Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division.
- Stakeholder engagement informed decision making and education plans.

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

### Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
  - What stakeholders were involved?
  - How were they engaged?
  - How results and related information were shared?
  - What actions were taken based on input provided?
  - How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

## Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<p><b>Student Engagement:</b> Students Matters Committee - initiatives to address peer issues and self confidence</p> <p>Continue to create more opportunities for students to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division.</p>	<b>High</b>
<p><b>Staff Engagement:</b> Opportunities for connection with staff at the beginning and end of PD Days</p>	<b>High</b>
<p><b>Parent Engagement:</b> Communication with parents regularly through classroom email and weekly office newsletters</p> <p>Share upcoming events via social media, the school website</p>	<b>Intermediate</b>



<p><b>Community Engagement:</b> Connect students, staff and community by providing ongoing information specific to school goals, celebrations of success and events, through a wide-variety of communication means.</p> <p>Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.</p> <p>Virtual Remembrance Day Service with links sent to Seniors Lodge and to all parents</p>	<p><b>Intermediate</b></p>
<p><b>Communications:</b> Student, staff, community engagement via School Instagram Account</p> <p>Celebrate student learning and school pride through Instagram (links to Twitter and website Sept-June)</p> <p>Post the Morning Announcements on our website so anyone can see</p>	<p><b>Intermediate</b></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• <b>Involving students in many ways to gather their voice and effectively use student leadership</b></li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• <b>More parent involvement in School Council and volunteering on Friday afternoons</b></li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>More information sent out for volunteering opportunities in our building</b></li> </ul>	

<p style="text-align: center;"><b>Continuous Improvement Results Analysis</b></p>		
<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance evidence-based continuous improvement and assurance</b></p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>• Building relationships.</li> <li>• Engaging with education partners and stakeholders.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement.</li> <li>• Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating and sustaining a culture of continuous improvement and collective responsibility.</li> </ul>	<p>progress, and appropriate research and practice-informed strategies implemented to achieve priorities.</p> <ul style="list-style-type: none"> <li>• In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> <li>• Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

- Provincial**
- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
  - **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
  - **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Local**
- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
  - **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
  - **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**  
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	84.5	74.5	72.6
2020-2021	81.2	72.1	72.7
2021-2022	77.4	78.3	58.4

2022-2023	81.8	69.7	67.1
Evaluation	Low / Maintained	Very low / Maintained	Low / Maintained

**FSD Assurance Survey (Parent):** Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021						
2021-2022	83	69	94	72	80	70
2022-2023	89	72	94	67	75	74
Evaluation	High	Intermediate	High	Intermediate	Intermediate	Intermediate

<b>Strategies</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Use PowerBI as a perpetual, live data dashboard to support our staff in understanding the current reality of the school, plan for improvement and track efficacy.	<b>Low</b>
<b>Strategy 2:</b> Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	<b>Intermediate</b>
<b>Strategy 3:</b> Advance school-based community engagement to ensure ÉSRMS is capturing and responding to the voice of all our stakeholders.	<b>High</b>

**Areas of Strength:**

- **Bringing in community members for various school events**

- Showcasing student learning through different media platforms

**Areas for Growth:**

- Utilization of PowerBI and becoming for efficient with it

**Next Steps:**

- Working as a staff to become more consistent with the use of PowerBI

# Support

## Our Story of Support

[Policy 14: A Place for All](#)

[Safe Positive Schools](#)

[FSD Resilience](#)

[Inclusive Learning](#)

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

## Learning Supports Results Analysis

### Goals

*Desired Result*

#### Advance wellness and well-being

Develop collective efficacy in advancing a culture of wellness and well-being.

#### Advance our Continuum of Supports

Continue to develop and advance our continuum of support.

### Outcomes

*Measurable statements of what FSD seeks to achieve*

- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners access a robust continuum of supports.
- Students will develop a better understanding of themselves that will

### Indicators

*Indicators of achieving outcomes*

- Improved wellness and wellbeing in students and staff.
- All students and staff demonstrate understanding and respect for the uniqueness of all learners.
- All learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.

	<p>allow them to make decisions, achieve goals, build resiliency, and adapt to change.</p> <ul style="list-style-type: none"> <li>• Students will build resilience and positive mental health skills.</li> <li>• Students will know the difference between and how to manage health stress and traumatic stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved understanding of an inclusive education system is shared by all education partners.</li> <li>• Improved collaboration with education partners to support learning.</li> <li>• Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.</li> <li>• Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities.</li> <li>• Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.</li> <li>• <b>Access to Supports and Services:</b> Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.</li> <li>• <b>Access to Supports through a Continuum of Supports:</b> Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).</li> <li>• <b>Staff Advisory</b> (Guarding Minds Survey) and <b>Students’ Matters</b> input and feedback.</li> <li>• <b>Evidence of Principles and Practices that tell the story of learning</b> and that provides assurance of continuous improvement and student growth and achievement.</li> </ul>
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**Evidence and Key Insights**  
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

<p><b>Alberta Education Assurance Survey:</b> Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.</p>		
<p><b>Provincial Performance Measures</b></p>	<p><b>Safe and Caring</b></p>	<p><b>Access to Supports and Services</b></p>

2019-2020	n/a		n/a		
2020-2021	n/a		n/a		
2021-2022	76.7		80.5		
2022-2023	75.5		64.5		
Evaluation	Intermediate/Maintained		Low/Declined Significantly		
<p><b>FSD SOS-Q Student Survey</b> (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.</p>					
<b>above national norm</b>					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	92	90	77	70	90
2020-2021	86	81	68	59	87
2021-2022	88	83	78	58	87
2022-2023	84	75	65	61	85
Evaluation	High	Low	Low	Intermediate	High
<p style="text-align: center;"><b>Strategies: Advance Wellness and Well-being</b>  <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>					<b>Evaluation</b> <i>Impact of strategies implemented</i>
<p><b>Strategy 1:</b> Continue to build capacity around Positive Behaviour Supports, Restorative Practices, Trauma informed Practices</p>					<b>High</b>
<p><b>Strategy 2:</b> Develop a plan to strategically address Mental Health &amp; Wellness amongst students, staff and community,</p>					<b>High</b>

<b>Strategy 3:</b> Minds matters representative in our school supporting classes	<b>Very High</b>

**Areas of Strength:**

- Utilizing Minds Matter – Every staff member has accessed and is eager to have the help through Minds Matter in their class.
- Friday afternoon Colt options has attributed to a culture of wellness for staff, students, and community

**Areas for Growth:**

- Continuing our focus on trauma informed practices as a staff
- Continue our work on positive behaviour support

**Next Steps:**

- Informed practices during staff meetings/PD days

<b>Strategies: Advance Continuum of Supports</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuums of support to help students get back on track with their learning.	<b>Intermediate</b>
<b>Strategy 2:</b> Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment.	<b>Intermediate</b>
<b>Strategy 3:</b> Continue to strengthen community partnerships and collaborations to support our students and staff.	<b>Intermediate</b>

**Areas of Strength:**

- Using data to inform staff on student needs
- Using community partners to create positive learning cultures

**Areas for Growth:**

- Effectively utilizing various supports within our school (FSLC, Minds Matter, Learning Coach)

**Next Steps:**

- Ensuring as a staff that we properly utilize effectively

# Success

## Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy and Mathematics](#)

## Student Growth and Achievement Results Analysis

<b>Goal 1</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance innovation and design</b></p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p><b>Goal 2</b> <i>Desired Result</i></p> <p><b>Advance learning for transfer</b></p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners will be able to explore and develop their skills and passions and achieve their highest potential.</li> <li>• Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</li> </ul>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>• Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.</li> </ul>

## Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

### Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.



- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

**Local**

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**

**Advance Innovation and Design & Advance Learning for Transfer**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-20	71.6	71.4	76.6	84.5	52.1	n/a
2020-21	77.7	78.4	75.0	81.2	78.7	79.1
2021-22	80.2	69.2	69.7	77.4	60.9	80.3
2022-23	78.5	70.1	70.2	81.8	65.4	79.8
Evaluation	High/Maintained	Low/Maintained	Low/Maintained	Low/Maintained	Low/Maintained	N/a / Maintained

**FSD Intellectual Engagement Survey:** Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	n/a	n/a					
2020-2021	93	78	84	88	n/a	n/a	n/a
2021-2022	88	72	79	81	47/48	50/62	54
2022-2023	88	58	71	78	38/42	43/52	58
Evaluation	High	Low	Low	Intermediate	Intermediate	Intermediate	Low

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer	<b>High</b>
<b>Strategy 2:</b> Grow community partnerships that provide students with authentic industry experience and lasting local connections	<b>High</b>
<b>Strategy 3:</b> Advance the use of myBlueprint as an ePortfolio and career exploration tool for Grade 8 students	<b>Low</b>

**Areas of Strength:**

- Using community partnerships during Colt Friday afternoons, as well as special school events such as skills day, boat building, coding etc.

**Areas for Growth:**

- Using myBlueprint effectively with our Grade 8's

**Next Steps:**

- Build time in for teachers to work on using myBlueprint and getting familiar

<p align="center"><b>Strategies: Advance Learning for Transfer</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b> <i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b></p> <p>Advance use of the Sustained Conceptual Learning for Depth and Transfer Planning Guide through ongoing learning opportunities to support teachers with planning for deep and transfer learning in any learning environment for optimum student success.</p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 2:</b></p> <p>Support teachers with foundational learning in preparation for a new Alberta curriculum</p>	<p align="center"><b>High</b></p>

**Areas of Strength:**

- Work with Garfield GN to implement strategies in the classroom

**Areas for Growth:**

- Continuing this work with staff to improve effectiveness of

**Next Steps:**

- Time for collaboration in PLCs to move this work forward

<p align="center"><b>Goal 3</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance First Nations, Métis, and Inuit student success</b> Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful.</li> <li>• Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved programs, services, and strategies for First Nations, Métis, and Inuit student success.</li> <li>• All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</li> </ul>

	<ul style="list-style-type: none"> <li>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>First Nation, Metis and Inuit families that are actively involved in educational decisions.</li> </ul>
<p><b>Goal 4</b> <i>Desired Result</i></p> <p><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <a href="#">AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</a></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>Improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- Learning Outcomes (PAT & Diploma):**
  - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies, and Science.

#### Local

- Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

## Evidence and Key Insights Advance Literacy and Numeracy

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

### Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	73.7	8.1	47.5	5.1	56.6	15.2	53.5	13.1	64.7	0.0
2022-2023	n/a	n/a	n/a	n/a	65.2	14.3	56.3	11.6	71.4	7.1

**GRADE Assessment (Literacy):** This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	53	69	71
2020-2021	61	66	61
2021-2022	64	75	68
2022-2023	65	71	63
Evaluation	Intermediate	Intermediate	Intermediate

**MIPi Assessment (Numeracy):** This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a
2021-2022	50	59	51	70
2022-2023	64	78	68	73
Evaluation	Intermediate	High	Intermediate	Intermediate

**GB+ (French Immersion Literacy):** This formative assessment is given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level

Performance Measures	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2020-2021					n/a
2021-2022					36%
2022-2023					50%
Evaluation					Low

**DRA+ (French Immersion Literacy):** Formative assessment given to French immersion students in grades 7-9 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level

Performance Measures	7e année automne (Fall Grade 7)	8e année automne (Fall Grade 8)	9e année automne (Fall Grade 9)

<b>2021-2022</b>	30	30	
<b>2022-2023</b>	38	70	
<b>Evaluation</b>	<b>Low</b>	<b>Intermediate</b>	

<b>Strategies: Advance Literacy and Numeracy</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Advance the use and consistent application of grade level assessments in literacy and numeracy to inform teacher practice and support student growth and achievement.	<b>High</b>
<b>Strategy 2:</b> Advance use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	<b>Intermediate</b>

**Areas of Strength:**

- **Staff commitment in the work and looking at data to inform interventions, among other structures in place to have optimum student learning**

**Areas for Growth:**

- **Continuing to look at building thinking classrooms**

**Next Steps:**

- **Restructuring intervention blocks to make the most of that time for student learning**

**Evidence and Key Insights**  
**Advance First Nations, Métis, and Inuit student success**  
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*  
*Impact and effectiveness of strategies implemented in achieving goal*

**Survey**

% Students (4-12) Reporting Agree or Strongly Agree																			
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives		
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2021-2022 Baseline		77		50		73		77		77		55		73		73		64	
2022-2023		50		45		56		59		78		61		72		78		67	
Evaluation		Low		Low		Low		Low		High		Int		Int		High		Low	

<b>Strategies: Advance First Nations, Métis, and Inuit student success</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b>  Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success	<b>Intermediate</b>
<b>Strategy 2:</b>  Continue to develop staff capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.	<b>Intermediate</b>

**Areas of Strength:**

- Staff understand the importance of this work and are incorporating the learnings and strategies of acceptance into their teaching



**Areas for Growth:**

- Continue educating staff on strategies and information to increase their capacity

**Next Steps:**

- Making time during staff PD to move this work forward and have meaningful conversations

## Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <a href="#">GOA. Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>• Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.</li> <li>• Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.</li> <li>• Teachers and leaders improve their professional practice in learning for transfer.</li> <li>• Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.</li> <li>• Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

**Provincial**

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

**Local**

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

### Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**FSD Professional Learning Survey:** This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	85.4
2020-2021	100	95	90	85	89	41/7
2021-2022	100	100	100	100	100	82.1
2022-2023	97	98	84	74	86	66.7
Evaluation	Very High	Very High	High	Intermediate	High	Very Low

#### Strategies: Advance excellence in teaching, learning, and leading

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

#### Evaluation

*Impact of strategies implemented*

##### Strategy 1:

Engage in professional learning with 3 other schools in our system during the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance understanding of how to plan for deep, transferable learning for student success

**Intermediate**

##### Strategy 2:

Advance optimal student learning through the development of collective instructional efficacy to coach for deep and transfer

**Intermediate**

learning by providing professional learning for our teachers	
<p><b>Strategy 3:</b></p> <p>Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders</p>	<b>Intermediate</b>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff took the PD seriously and were eager to implement the strategies into their own teaching practices</b></li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• <b>Continue to utilize PD opportunities to look for ways to move optimum learning forward</b></li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>Purposefully planning PD focused on optimum learning based on the needs of our students</b></li> </ul>	