Year 3 - Ecole Senator Riley Middle School
Annual Education Results Report 2023-24

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 3)
School Website

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis

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 Accountability and 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's Education Plan** and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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**

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

Our 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!

Commitments
- Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
- Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Our 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 leadership.

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **Assurance Measure:** 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.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

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 Day, Career Day, Winter/Mother's Day market, Students Matters, Minds Matter, Orange Shirt Day 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

FSD Assurance Survey	Positive Responses from Parents	Evaluation	Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	90%	High	Access to Supports and Services	66.5	n/a
Citizenship	87%	High	Citizenship	67.9	Low
Education Quality	86%	Intermediate	Education Quality	80.5	Very Low
Lifelong Learning	61%	Low	Lifelong Learning	71.1	Intermediate
Parental Involvement	74%	Intermediate	Parental Involvement	77.7	Intermediate
Program Access	83%	Intermediate	Program Access	60.9	Very Low
Program of Studies	89%	High	Program of Studies	69.7	Low
Program of Studies/At risk students	92%	High	Program of Studies/At risk students	65.1	Very Low
Safe and Caring Schools	89%	High	Safe and Caring Schools	83.3	Intermediate
School Improvement	74%	Intermediate	School Improvement	66.3	Low
Student Learning Engagement	88%	High	Student Learning Engagement	76	n/a
Welcoming Caring Responsive Student Learning Evironment	90%	High	Welcoming Caring Responsive Student Learning Environment	78	n/a
Work Preparation	74%	Intermediate	Work Preparation	64.3	Very Low

Measure Evaluation

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

Goal Achievement Measure

Very Low	Low	Intermediate	High	Very High

Engagement

Our Story of Engagement

- Policy 1: Divisional Foundation Statements
  - Advocacy
- A Shared Responsibility: Safety for All
  - Celebrations for All
- Celebrating our Flourishing Community
  - Engagement Opportunities
- Foothills Flourishing Community Award
  - FSD Footnotes
  - FSD Social Media
  - FSD News
  - Get Involved
  - Governance

Stakeholder Engagement Results Analysis

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
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.	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	 • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and

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	• communication provides assurance	respond with flexibility and understanding

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.
- **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

- **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?
- **FSD 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 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 *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Student Engagement: Students Matters Committee - initiatives to address peer issues and self confidence 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.	**High**
Staff Engagement: Opportunities for connection with staff at the beginning and end of PD Days	**High**
Parent Engagement: Communication with parents regularly through classroom email and weekly office newsletters Share upcoming events via social media, the school website	**Intermediate**
Community Engagement: 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. 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. Virtual Remembrance Day Service with links sent to Seniors Lodge and to all parents	**Intermediate**
Communications: Student, staff, community engagement via School Instagram Account Celebrate student learning and school pride through Instagram (links to Twitter and website Sept-June) Post the Morning Announcements on our website so anyone can see	**Intermediate**

Areas of Strength:
- **Involving students in many ways to gather their voice and effectively use student leadership**

Areas for Growth:
- **More parent involvement in School Council and volunteering on Friday afternoons**

Next Steps:
- **More information sent out for volunteering opportunities in our building**

Continuous Improvement Results Analysis		
Goal Desired Result Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	**Outcomes** *Measurable statements of what FSD seeks to achieve* Assurance has been achieved through: • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility	**Indicators** *Indicators of achieving outcomes* • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities

		• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements • 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

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.
- **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

- **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?
- **FSD 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 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
2020-2021	81.2	72.1	72.7
2021-2022	77.4	78.3	58.4
2022-2023	81.8	69.7	67.1
2023-2024	80.5	77.7	66.3
Evaluation	**Very Low / Maintained**	**Intermediate / 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
2020 -2021						
2021-2022	83	69	94	72	80	70
2022-2023	89	72	94	67	75	74

2023-2024	82	76	84	82	81	68
Evaluation	**High**	**Intermediate**	**High**	**Intermediate**	**High**	**Intermediate**

Strategies 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: 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.	**Low**
Strategy 2: 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.	**Low**
Strategy 3: Advance school-based community engagement to ensure ÉSRMS is capturing and responding to the voice of all our stakeholders.	**High**

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 – To be more intentional and effective when looking at the data availble as a staff**

Support

Our Story of Support

Learning Supports Results Analysis

Goals	Outcomes	Indicators
Desired Result **Advance wellness and well-being** Develop collective efficacy in advancing a culture of wellness and well-being.	*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 allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress	*Indicators of achieving outcomes* • improved wellness and wellbeing in students and staff • learners are active, healthy, and well • 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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities

		• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
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 allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress	**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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*		

Provincial

- **Safe & Caring:** 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.
- **Access to Supports and Services:** 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.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** 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.
- **Access to Supports through a Continuum of Supports:** 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).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & 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

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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	Safe and Caring	Access to Supports and Services
2020-2021	n/a	n/a
2021-2022	76.7	80.5
2022-2023	75.5	64.5
2023-2024	83.3	66.5
Evaluation	**Intermediate/Maintained**	**Declined**

FSD SOS-Q Student Survey (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.

above national norm				
Performance Measure	**SOS-Q: Safe & Caring**	**SOS-Q: External Resilience**	**SOS-Q: Self Confidence**	**SOS-Q: Internal Resilience**	**SOS-Q: Peer Relations**
2020-2021	86	81	68	59	87
2021-2022	88	83	78	58	87
2022-2023	84	75	65	61	85
2023-2024	85	82	70	70	88
Evaluation	**High**	**High**	**Intermediate**	**Intermediate**	**High**

Strategies: Advance Wellness and Well-being *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: Continue to build capacity around Positive Behaviour Supports, Restorative Practices, Trauma informed Practices	**Intermediate**
Strategy 2: Develop a plan to strategically address Mental Health & Wellness amongst students, staff and community,	**High**
Strategy 3: Minds matters representative in our school supporting classes	**Very High**

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**

Strategies: Advance Continuum of Supports *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: 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.	**Intermediate**
Strategy 2: 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.	**High**
Strategy 3: Continue to strengthen community partnerships and collaborations to support our students and staff.	**Intermediate**

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 effectively utilize our continuum of supports**

Success

Our Story of Success

- **Alberta Learning Competencies**
- **Assessment and Reporting**
- **Career Education**
- **Innovation and Design**
- **Learning that Transfers**

- **First Nations, Métis, and Inuit student success**
- **French Immersion**
- **Literacy**
- **Numeracy**

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance innovation and design 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.	• Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	• 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. • learners apply knowledge, understanding and skills in real life contexts and situations

Goal 2	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance learning for transfer 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.	• learners will be able to explore and develop their skills and passions and achieve their highest potential • students will be well prepared for their future while remaining current and relevant in the local and global contexts	• improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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 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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **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 provides assurance of continuous improvement, 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
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

2023-2024	69.7	64.3	67.9	80.5	71.1	76.2
Evaluation	Low/Declined	Very Low/ Maintained	Low/Maintained	Very Low/ Maintained	Intermediate/ 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
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
2023-2024	91	64	78	87	35/40	54/63	62
Evaluation	High	Low	Intermediate	High	Low	Intermediate	Intermediate

Strategies: Advance Innovation and Design 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: Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer	Intermediate
Strategy 2:	High

	Evaluation
Grow community partnerships that provide students with authentic industry experience and lasting local connections	
Strategy 3: Advance the use of myBlueprint as an ePortfolio and career exploration tool for Grade 8 students	**Low**

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**

Strategies: Advance Learning for Transfer *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: 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.	**Intermediate**
Strategy 2: Support teachers with foundational learning in preparation for a new Alberta curriculum	**High**

Areas of Strength:
- **Teacher implementation of strategies learned in years previous**

Areas for Growth:
- **Continuing this work with staff to improve effectiveness of strategies**

Next Steps:
- **Time for collaboration in PLCs to move this work forward**

Goal 3 *Desired Result* **Advance First Nations, Métis, and Inuit student success** 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.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	**Indicators** *Indicators of achieving outcomes* • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • 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 • FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	**Outcomes** *Measurable statements of what FSD seeks to achieve* 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	**Indicators** *Indicators of achieving outcomes* • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy • learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades

	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." *AB ED Ministerial Order on Student Learning*	• improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) • improvement in foundational numeracy and mathematical knowledge and skills for all students

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 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners.**
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and 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	
Achievement	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
2023-2024	n/a	n/a	n/a	n/a	64.8	11.1	n/a	n/a	n/a	n/a

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
2020-2021	61	66	61
2021-2022	64	75	68
2022-2023	65	71	63
2023-2024	n/a	n/a	n/a
Evaluation	**n/a**	**n/a**	**n/a**

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**
2020-2021	n/a	n/a	n/a	n/a
2021-2022	50	59	51	70
2022-2023	64	78	68	73
2023-2024	62	70	68	80
Evaluation	**Intermediate**	**Intermediate**	**Intermediate**	**High**

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%
2023-2024					n/a
Evaluation					**n/a**

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)
2020-2021			
2021-2022	30	30	
2022-2023	38	70	
2023-2024	n/a	n/a	
Evaluation	**n/a**	**n/a**	

Strategies: Advance Literacy and Numeracy *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: Advance the use and consistent application of grade level assessments in literacy and numeracy to inform teacher practice and support student growth and achievement.	**High**
Strategy 2: 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.	**Intermediate**

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**

<table>
<tr><td colspan="19" align="center">Evidence and Key Insights
Advance First Nations, Métis, and Inuit student success
<i>Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)</i>
<i>Impact and effectiveness of strategies implemented in achieving goal</i></td></tr>
</table>

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 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
2020-2021	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
2023-2024		48		54		50		62		82		46		62		83		63
Evaluation		Low		Low		Low		Low		High		low		Int		High		Low

Strategies: Advance First Nations, Métis, and Inuit student success *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:	**Intermediate**

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	
Strategy 2: 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.	**Intermediate**

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
Desired Result
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement. | Outcomes
Measurable statements of what FSD seeks to achieve
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 | Indicators
Indicators of achieving outcomes
• 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
• teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation |

	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." _GOA, Ministry of Education – Business Plan 2020-23, p.56_	• teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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 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

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)
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
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	71	60	50	55
Evaluation	**Intermediate**	**Intermediate**	**Low**	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	**Low**
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	
Strategy 3: 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	**Intermediate**

Areas of Strength:
- **Staff took the PD seriously and were eager to implement the strategies into their own teaching practices**

Areas for Growth:
- **Continue to utilize PD opportunities to look for ways to move optimum learning forward**

Next Steps:
- **Purposefully planning PD focused on optimum learning based on the needs of our students**