

# Oilfields 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](#)

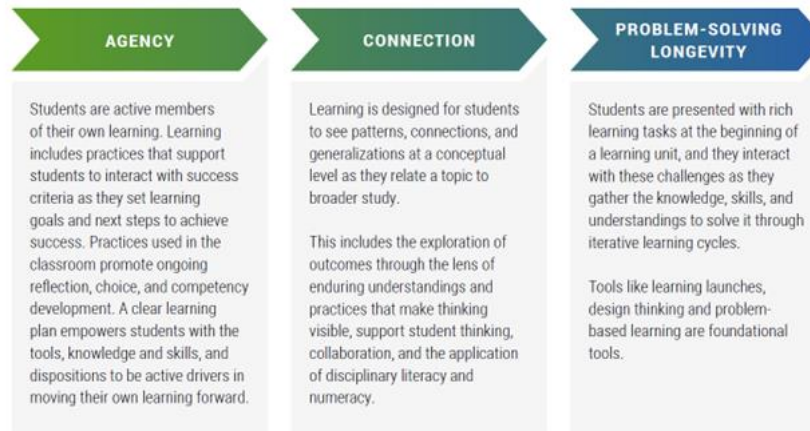
### Providing Assurance

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



## About Oilfields High School

### Land Acknowledgement

We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us ALL with an opportunity to engage in and demonstrate leadership on reconciliation.

Oilfields School is located within the community of Diamond Valley in the foothills Southwest of Calgary. As a Junior / Senior High School, it supports student learning in Grades 7 -12 who attend from the communities of Eden Valley, Diamond Valley, Longview, Millarville and the County of Foothills. We have a student population of approximately 430 students and 41 staff. Approximately 75 % of our student population are bussed in from the surrounding communities.

Oilfields School is focused on designing and assessing learning for deep learning and transfer through conceptual understanding. We are also striving to ensure a wider range of complementary courses that support the understandings, skills, and attitudes necessary to explore and pursue potential careers as part of Innovation and Design. These complementary courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletic Programming, Languages, Off Campus Learning, Clubs, and other activities.

## School Highlights and Celebrations

# Alberta Education Assurance Measures Report Summary

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5310 Oilfields High School

Assurance Domain	Measure	Oilfields High 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	73.4	83.4	83.4	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	64.9	77.7	78.3	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	89.2	85.1	87.3	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	92.9	94.2	90.8	88.6	87.1	85.2	Very High	Maintained	Excellent
	PAT: Acceptable	69.4	67.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	9.6	6.3	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.8	78.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	10.1	14.6	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	76.3	85.4	85.8	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.2	83.6	83.6	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	76.3	82.2	82.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	66.5	77.5	80.1	79.1	78.8	80.3	Very Low	Declined	Concern

## 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

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications</b>                      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.</p>	<p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> <li>● engagement, support, and success for each learner.</li> <li>● governance aligns with and is responsive to the needs and expectations of the learning community.</li> <li>● stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.</li> <li>● communication provides assurance.</li> <li>● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> <li>● Measures indicate that parents are involved in school and system decision making processes.</li> <li>● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.</li> </ul>

### 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>Based on School Developed Parent Survey and the Student Engagement Survey:</b></p> <ol style="list-style-type: none"> <li>1) Continue to encourage, engage and apply OHS appropriate and meaningful stakeholder voice and feedback that aligns to the moral, ethical and legal frameworks that guide learning to ensure continued growth through a collaborative problem solving approach.</li> <li>2) Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection.</li> <li>3) Communicate access to structures and supports available to all students and families for academic, behavior, wellness and socio-emotional learning.</li> <li>4) Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and education goals.</li> </ol>	
<p><b>Student Engagement:</b></p> <ul style="list-style-type: none"> <li>- Continue to use and develop and apply existing collaborative decision-making structures to engage student voice to solve problems and ensure continuous school and learning improvement through strategies such as:           <ul style="list-style-type: none"> <li>● Students’ Matters</li> <li>● Volunteer, Back to Earth, Sustainability</li> <li>● Surveys</li> <li>● Student Lead / Staff Supported Opportunities to Connect</li> <li>● Open Door Policy</li> </ul> </li> </ul>	<b>High</b>
<p><b>Staff Engagement:</b></p> <ul style="list-style-type: none"> <li>- Continue to use engagement tools and structures to facilitate collaboration for celebrating, sharing, solving problems and decision making that leads to continuous learning and cultural improvement.</li> </ul>	<b>Very High</b>



<ul style="list-style-type: none"> <li>- PLT structure (Leads)</li> <li>- Shared Leadership</li> <li>- Professional Learning</li> </ul>	
<p><b>Parent Engagement:</b></p> <ul style="list-style-type: none"> <li>- Continue to use engagement tools and structures (surveys, school council, weekly emails) to facilitate collaboration for celebrating, sharing, solving problems and decision making that leads to continuous learning and cultural improvement.</li> <li>- Continue to build positive and productive relationships with students, parents/guardians, peers and community as appropriate and meaningful partners in education.</li> <li>- Develop understanding of TQS and connection to School Education Plan.</li> </ul>	<b>Intermediate</b>
<p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>- Continue strong communication and partnership between community and OHS CTF/CTS leads, school counselor, core teachers and off campus coordinator to support and engage student, staff and community teamwork and projects.</li> <li>- Continue to implement community lead at School Council and partnership with multiple stakeholders from all communities.</li> </ul>	<b>Very High</b>
<p><b>Communications:</b></p> <ul style="list-style-type: none"> <li>- Increased communication to all FSD Stakeholders to celebrate and inform of opportunities related to the high-quality learning that is occurring at OHS.</li> <li>- Improve 'in the moment' and 'timely' communication through twitter.</li> </ul>	<b>Intermediate</b>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for student voice through student matters, sustainability, volunteer opportunities, open door policy, Driller Den, and relationships with staff.</li> <li>• Engaging staff voice through collaborative structures during PD, staff meetings, conversations, CRT, and open-door policy for communication.</li> <li>• Continuing to engage parents as meaningful partners in education and decision making for their children through phone calls, emails and face to face meetings.</li> <li>• Regular communication to community, phone calls, meetings, school council, and celebrations based on evidence from Education Plan.</li> <li>• Continued development of partnerships with community stakeholders through various programming and school lead initiatives.</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• Clear and consistent communication that celebrates programming, community involvement, student and staff excellence.</li> <li>• Build perception about continuous improvement and overall quality of education.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Invite members of the Chamber of Commerce from all communities to view Oilfields and discuss further partnerships.</li> <li>• Invites families from k-6 to Oilfields to view the learning opportunities available and plan for their success.</li> <li>• Continue to support staff involvement and communication with parents to celebrate and support student excellence.</li> <li>• Continue to educate about our continuum of supports and the academic /wellness supports available for all students.</li> <li>• Continue building relationship with all stakeholders.</li> <li>• All staff contribute to creating a safe, caring, and welcoming space.</li> </ul>	



## Continuous Improvement Results Analysis

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<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>	<ul style="list-style-type: none"> <li>● Collaborative relationships with stakeholders.</li> <li>● Meaningfully involved education partners and stakeholders.</li> <li>● Sustained culture of continuous improvement and collective responsibility.</li> <li>● The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>● 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.</li> <li>● A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>● Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> <li>● The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</li> <li>● AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> </ul>

### 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	N/A	N/A	N/A
2020-2021	88 %	69.2 %	77.7 %
2021-2022	85.4 %	77.5 %	66.3 %
2022-2023	76.3 %	66.5 %	56.2 %
Evaluation	<b>Very Low / Declined</b>	<b>Very Low / Declined</b>	<b>Very Low / Declined Significantly</b>

**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	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	88 %	76 %	96 %	82 %	85 %	83 %
2022-2023	82	59	89	64	67	69

Evaluation	High	Low	High	Intermediate	Intermediate	Intermediate
<p style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p><b>Based on School Developed Parent Survey and the Student Engagement Survey:</b></p> <ol style="list-style-type: none"> <li>1) Continue to encourage, engage and apply OHS appropriate and meaningful stakeholder voice and feedback that aligns to the moral, ethical and legal frameworks that guide learning to ensure continued growth through a collaborative problem solving approach.</li> <li>2) Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection.</li> <li>3) Communicate access to structures and supports available to all students and families for academic, behavior, wellness and socio-emotional learning.</li> <li>4) Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and education goals.</li> </ol>						<p style="text-align: center;"><b>Evaluation</b> <i>Impact of strategies implemented</i></p>
<ol style="list-style-type: none"> <li>1) <b>Strategy 1: Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement:</b> <ol style="list-style-type: none"> <li>a) Relationship Building with Stakeholders:               <ol style="list-style-type: none"> <li>i) Continue to send regular emails / phone calls to establish connection and relationship with parents/guardians as part of Continuum of Supports.</li> <li>ii) Continue to ensure appropriate and meaningful collaboration with parents/guardians as partners to support student excellence and problem solving using the Continuum of Supports.</li> </ol> </li> <li>b) Community:               <ol style="list-style-type: none"> <li>i) Continue stakeholder connection through staff to build connections to support Career Planning in CTF/CTS, Off Campus Learning (Green Certificate, RAP, Work Experience) and all Subject Areas.</li> </ol> </li> <li>c) Student:               <ol style="list-style-type: none"> <li>i) Continue building student opportunities for student voice, decision making and problem solving to ensure school growth.</li> <li>ii) Continue using the structures of circles and restorative practices to build a sense of belonging, independence, problem solving and restore harm between students and staff.</li> </ol> </li> </ol> </li> </ol>						<p><b>High</b></p>
<ol style="list-style-type: none"> <li>2) <b>Strategy 2: Timely communication and reporting of evidence and celebrations in action that support student learning and continuous school improvement.</b> <ol style="list-style-type: none"> <li>a) Centralized on website with summaries of data, supports and celebrations</li> </ol> </li> </ol>						<p><b>High</b></p>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>b) Communication to families / community stakeholders that celebrate our plan in action</li> <li>c) Continue to seek Input from stakeholders to analyze data to solve problems and make decisions, as well as celebrate success.</li> </ul> |  |
|--|--|

**Areas of Strength:**

- Strong engagement and connection between the school and community
- Staff engagement and decision-making to create and implement school direction
- Collecting and using student voice to set and advance school goals
- Increased opportunities for parent and stakeholder connection and decision making

**Areas for Growth:**

- Continue building stakeholder connection
- Continue to build on regular communication with stakeholders through alternative means

**Next Steps:**

- Continue building stakeholder connection
- Continue to build on regular communication with stakeholders through alternative means
- Continue to collect and use student voice to enhance school and community connection and direction

## 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	Outcomes	Indicators
<i>Desired Result</i>	<i>Measurable statements of what FSD seeks to achieve</i>	<i>Indicators of achieving outcomes</i>

<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>• Learners are active, healthy, and well.</li> <li>• Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>• Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Learners access a continuum of supports to be successful.</li> <li>• Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.</li> <li>• Learners build resilience and positive mental health skills.</li> <li>• Students’ Matters and Staff Advisory take action to support wellness and well-being system wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved wellness and well-being in students and staff.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> <li>• Improved understanding of an inclusive education system.</li> <li>• Improved collaboration with education partners to support learning.</li> <li>• Improved wrap around services and supports enhances conditions required for optimal learning and wellness.</li> <li>• Continuum of supports enriches learning and meets the need of students, families, staff, and communities.</li> </ul>
<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• A robust continuum of supports ensures student success.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> <li>• Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>• Learners access continuum of supports.</li> <li>• Wrap around services and supports enhance conditions required for optimal learning and student well-being.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Continuum of Supports is visible and accessible.</li> <li>• Collaboration with education partners to support student learning and well-being.</li> </ul>

## 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 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 Measures	Safe and Caring	Access to Supports and Services
2019-2020	N/a	N/A
2020-2021	90 %	83.1 %
2021-2022	89.2 %	82.2 %
2022-2023	77.9 %	76.3 %
Evaluation	Low / Declined Significantly	Low / 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
2019-2020	63	60	45	29	50
2020-2021	70	68	42	30	48
2021-2022	54	50	32	20	44
2022-2023	77	76	65	63	82
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*

**Based on SOS-Q survey, Alberta Assurance Survey, FSD Parent Survey, MIPI/Grade data and Student Engagement Survey:**

- 1) Continue to work collaboratively with stakeholders to develop a collective and universal approach to learning (academic, socio-emotional, behavior, wellness) that is grounded in research and connected to the continuum of supports:
  - a) Literacy, Numeracy, Designing and Assessing for Transfer, Innovation and Design, My Blueprint, Wellness.
- 2) Continue to advance understanding and implementation of the continuum of supports to ensure optimum student learning and a safe, caring, welcoming & supportive learning environment.
- 3) Continue to increase visibility and access to supports for stakeholders within the school and community.
- 4) Continue to build on existing framework that targets junior high instruction, assessment and supports.

**Evaluation**  
*Impact of strategies implemented*

**Strategy 1:** Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.

- o Meaningful relationship building between stakeholders to improve collaboration and school culture at the Universal Level.
- o Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.
- o Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
- o Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.

**Very High**



<ul style="list-style-type: none"> <li>○ Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs</li> <li>○ Continue to advance CTF/CTS programming and connections</li> </ul>	
<p><b>Strategy 2:</b> Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.</p> <ul style="list-style-type: none"> <li>○ Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.</li> <li>○ Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.</li> <li>○ Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.</li> <li>○ Supporting student connections with staff and target students who lack a ‘go to person’.</li> </ul>	<p><b>High</b></p>

Continuum of Supports and Wellness and Well-Being

**Areas of Strength:**

- Creation of a clear code of conduct for students and staff that included voice from multiple stakeholders
- Application of our cogenerated code of conduct and continuum of supports across the school.
- Relationship building focus through a trauma informed lens as part of our continuum of supports.
- Defining, cocreating and building capacity for universal supports and actions through our continuum of supports.
- Advancing structure to support the learning and academic gaps for learning.
- Rebuilding CRT with staff voice to advance student supports.
- Continued progress for designing and assessing meaningful and relevant learning for transfer.

**Areas for Growth:**

- Improvement in community results for supporting students at risk, continuum of supports, safe and caring schools, and programming access.
- Continue to build and advance our continuum of supports.
- Continue to communicate continuum of supports with all stakeholders.
- Continue to advance learning for transfer and innovation and design to connect to real world challenges and relevance.
- Redesign support block for Junior High students.
- Build a strong junior high team focused on providing supports to close the academic gaps.

**Next Steps:**

- Communicate and apply continuum of supports with all stakeholders.
- Continue designing and assessing learning for transfer.
- Continue to build a safe and caring school through a Trauma informed lens (Care for visitors, parents, and students).
- Work collaboratively with community services and members to develop a safe, caring and welcoming community.

# 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

<p><b>Goal 1</b> <i>Desired Result</i></p> <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><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learning that transfers.</li> <li>• Culture of innovation and design.</li> <li>• Learners are innovative and creative.</li> <li>• Learners demonstrate the <a href="#">competencies</a> to prepare them for their future.</li> <li>• Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.</li> <li>• Learners are agents of their own learning.</li> <li>• Learners demonstrate design thinking.</li> <li>• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.</li> </ul>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>• Collaboration with community, industry, and education partners to support student success.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> </ul>
<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</p>	<p><b>Outcomes</b> <i>Measurable statements of what we seek 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 within the curriculum.</li> <li>• Learners form conceptual understandings.</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> </ul>

<p>learning experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> <li>• Learners are agents of their learning.</li> <li>• Learners are allowed to live with complex problems over time.</li> <li>• Deep transferable learning.</li> <li>• Learners will have high quality learning experiences.</li> <li>• Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> <li>• Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</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.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

#### 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)*

**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	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	87.4 %	84 %	76.5 %	88 %	79.3%	82.7%
2021-22	86.3 %	77.6 %	77.7 %	85.4 %	74.3 %	83.4 %
2022-23	84.2	68.4	64.9	76.3	71.5	73.4
Evaluation	Very High / Maintained	Low / Declined	Very Low / Declined Significantly	Very Low / Declined Significantly	Intermediate / Maintained	Low / Declined Significantly

**Alberta Education Assurance Measures Report**

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-2020	N/A	N/A	N/A	N/A	N/A
2020-21	1.7 %	95.2 %	42.7%	67.9 %	N/A
2021-22	2.1 %	94.2 %	57.8 %	78.4 %	N/A
2022-23	1.9 %	92.9 %	45.3 %	70.8	0
Evaluation	Very High / Maintained	Very High / Maintained	Low / Maintained	High / Maintained	N/A

**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	N/A	N/A	N/A	N/A	N/A
2020-2021	97%	78 %	88 %	90 %	68.5 %	82.5 %	64 %
2021-2022	94 %	69 %	84 %	84 %	44.5 %	56 %	75 %
2022-2023	90 %	64 %	80 %	82 %	47.5 %	57 %	66 %
Evaluation	Very High	Intermediate	High	High	Intermediate	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*

**Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:**

- 1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.
- 2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer.
- 3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.
- 4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment.

**Strategy 1:** Continue to provide programming for career exploration and focus that empowers students for life:

- Designing for transfer and problem solving, My Blueprint embedded, School Counselor connections, career pathways and exploration, certifications

**High**

**Areas of Strength:**

- Grades 7-9 receive training using My Blueprint that is designed by School Counselor.
- CTF / CTS working to design critical challenges for learning.

- Progress in designing and assessing for transfer.
- PLT structure working to design critical challenges.
- Carrer connections and pathways through in school and off campus training.

**Areas for Growth:**

- Increase instruction that supports the attitudes and behaviors necessary to ensure students are prepared for work and lives beyond school.
- Increase stakeholder satisfaction that students model the characteristics of active citizenship.
- Increase the number of students who are engaged intellectually in their learning.
- Consistent use of My Blueprint as a portfolio for all students to track their growth.

**Next Steps:**

- Increase instruction that supports the attitudes and behaviors necessary to ensure students are prepared for work and lives beyond school.
- Increase stakeholder satisfaction that students model the characteristics of active citizenship.
- Increase the number of students who are engaged intellectually in their learning.
- Consistent use of My Blueprint as a portfolio for all students to track their growth.

<p style="text-align: center;"><b>Strategies: Advance Learning for Transfer</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p><b>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:</b></p> <ol style="list-style-type: none"> <li>1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.</li> <li>2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer.</li> <li>3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.</li> <li>4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment.</li> </ol>	<p style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Continue with focus on Conceptual Understanding through Teaching and assessment for Deep Understanding for Transfer - “How do we ensure meaningful transfer to life occurs through the way we plan and assess for learning?”</p>	<p><b>Very High</b></p>
<p><b>Strategy 2:</b> Embed Professional Learning Time within the timetable for a consistent and focused approach to staff and student learning.</p>	<p><b>Intermediate</b></p>
<p><b>Strategy 3:</b> Opportunities for cross curricular design, sharing and celebrations (Showcase design for transfer) and timetable continuity to advance design</p>	<p><b>High</b></p>

**Areas of Strength:**

- Embedded professional learning time with PLT structure and leads to focus on advancing goals and strategies.
- Opportunities and support for cross-curricular opportunities.

- Sharing and celebrations of design process.
- Building timetable with consistency to support design process.

**Areas for Growth:**

- Building consistency of focus in three principles that lead to conceptual learning for deep and transfer of learning.
- Improve overall Quality of Education and Lifelong Learning through programming opportunities.
- Increase student engagement (ELA, Math, Social Studies, Science, CTF/CTS).

**Next Steps:**

- Continue to embed PLT time during the day for consistent staff collaboration.
- Continue the advancement of meaningful and relevant learning for transfer based on the three principles.
- Continue to share and celebrate the great work of our staff.
- Continue to build opportunities and structures for meaningful collaboration and sharing to advance student and teacher excellence.
- Continue to support and celebrate staff learning by making it visible to everyone.
- Short, medium and long-range plans are visible and show intention of application of strategies.
- Build common standards for mastery of outcomes and provide opportunities to share strategies to reach those outcomes.
- Continue to partner with learning services and EHHS to design professional development.

<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>• Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation.</li> <li>• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>• Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (<a href="#">Alberta Education Ministerial Order on Student Learning, p.2</a>).</li> <li>• Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success.</li> <li>• All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</li> <li>• Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>• Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>• Learners share positive experiences and conditions for success.</li> <li>• Learners experience respectful and reciprocal relationships with their school community.</li> </ul>



	<ul style="list-style-type: none"> <li>The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.</li> </ul>	
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>Learners are literate and numerate.</li> <li>Learners have literacy and numeracy competency to engage in learning across content areas.</li> <li>Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Balanced literacy and numeracy programming advanced student growth and achievement.</li> <li>Learners have high quality learning experiences in literacy and numeracy.</li> <li>Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>Deep transferable learning.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.</li> <li>Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>Learners demonstrate transfer of learning.</li> <li>High quality learning opportunities and experiences.</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 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.

#### 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.
- 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 9)

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	84.2	6.6	60.8	4.1	65.4	16.7	75.3	11.8	N/A	N/A

### Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences								
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30		
Achievement	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	
2021-2022	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	N/A	N/A	N/A
2022-2023	88	8	90.5	4.8	72.7	9.1	21.4	0	77.8	7.4	85	5	73.7	21.1	66.7	33.3	70	10	N/A	N/A	

Diploma Exams	Français /French Language Arts				Etudes Sociales			
Course	30-1				30-1			
Achievement	Acceptable		Excellence		Acceptable		Excellence	

<b>2021-2022</b>	N/A	N/A	N/A	N/A
<b>2022-2023</b>	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

<b>Performance Measures</b>	<b>Listening</b>	<b>Vocabulary</b>	<b>Comprehension</b>
<b>2019-2020</b>	N/A	N/A	N/A
<b>2020-2021</b>	60	61	59
<b>2021-2022</b>	77	68	64
<b>2022-2023</b>	66	78	68
<b>Evaluation</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>Intermediate</b>

**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

<b>Performance Measures</b>	<b>Number</b>	<b>Patterns and Relations</b>	<b>Shape and Space</b>	<b>Statistics and Probability</b>
<b>2019-2020</b>	N/A	N/A	N/A	N/A
<b>2020-2021</b>	N/A	N/A	N/A	N/A
<b>2021-2022</b>	48	51	58	42
<b>2022-2023</b>	74	91	67	89

Evaluation	Intermediate	High	Intermediate	High
<p style="text-align: center;"><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></p> <p><b>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:</b></p> <ol style="list-style-type: none"> <li>1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.</li> <li>2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer.</li> <li>3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.</li> <li>4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment.</li> </ol>				<p style="text-align: center;"><b>Evaluation</b>  <i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Have both Literacy and Numeracy goals, targets, and implementation strategies as part of instructional design</p>				<p style="text-align: center;"><b>Intermediate</b></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Building consistency in Junior High Staff to teach foundational skills embedded in design learning.</li> <li>• Use of Numeracy grant to support numeracy instruction and assessment with math teachers.</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• Improve outcomes on Provincial Assessments.</li> <li>• Build a strong foundation for literacy and numeracy in grade 7 and 8.</li> <li>• Improve data in Grade and MIPI assessments.</li> <li>• Improve focus and application of strategies school wide.</li> <li>• Ensure literacy and numeracy strategies are visible across the school with intentional professional development to advance this work.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Intentional professional learning and application of literacy and numeracy strategies school wide.</li> <li>• Embedded sharing and celebration of evidence displayed from best practice.</li> <li>• Build common standards and support for Literacy and Numeracy school wide and in Junior High.</li> <li>• Opportunities for shared evidence of practice and intentional design work.</li> <li>• Continue to work with divisional support to advance goals and strategies.</li> <li>• Content/Academic Language, Cognitive Strategies.</li> </ul>				
<p><b>Evidence and Key Insights</b>  <b>Advance First Nations, Métis, and Inuit student success</b>  <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></p>				

## Cultural Perspectives 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
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	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
<b>2021-2022 Baseline</b>	48	46	45	44	44	54	53	41	68	71	55	37	70	83	68	78	59	51
<b>2022-2023</b>	48	48	45	46	44	43	53	55	68	67	55	58	70	68	68	66	59	61
<b>Evaluation</b>	Low	Low	Low	Low	Low	Low	Low	Low	Inter mediate	Inter mediate	Low	Low	Inter mediate	Inter mediate	Inter mediate	Inter mediate	Inter mediate	Inter mediate

### 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*

**Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:**

- 1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.
- 2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer.
- 3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.
- 4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment.

### Evaluation

*Impact of strategies implemented*

Strategy 1: Continue to build a Safe, Caring, and Welcoming Environment for First Nations, Metis and Inuit students.	Intermediate
Strategy 2: Advancing learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students:	Intermediate

**Areas of Strength:**

- Continue to build a safe and caring school culture and structure with staff and students.
- Continuing working on our continuum of support for academic and wellbeing needs.
- Completed the cultural space at OHS designated to all students through an Indigenous Lens (Circle of Courage)
- Developing a welcoming front entrance that connects all students to OHS (mural and artifacts).
- Building relationships with community agencies (Ruperts Land, School EA – NIB Grant, and Metis Nation of Alberta).
- Reconnecting with Chief Jacob Bearspaw to build positive relationships.
- Designing learning for deep understanding that transfers.
- Opportunities for land-based education throughout the school.
- Cross-curricular connections embedded throughout the school with critical challenges (ribbon skirts, Land Acknowledgement, foods, CTF land education, embedded perspective).
- Indigenous studies and circle of courage.

**Areas for Growth:**

- Providing consistent support for students across the school.
- Celebrate practices and work of staff supporting.

**Next Steps:**

- Providing consistent and flexible support for students across the school.
- Continue design thinking embedded across all programs.
- Continue to offer flexible programming for students in High School that includes off campus, online, and special projects.
- Continue to work collaboratively with Chief Jacob Bearspaw to support student programming.
- Continue to support our Indigenous Lead.
- Continue to support programming for students in Indigenous Studies and the Circle of Courage to build cultural appreciation.
- Develop a special project that will bring students and staff together to celebrate uniqueness.
- Deploy circle strategies school wide to build community and culture.
- Continue to recognize and celebrate student success.

## Teaching, Learning and Leadership Results Analysis

<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.	<ul style="list-style-type: none"> <li>• Increased success and engagement for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs,</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.</li> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>• Professional learning is aligned to standards of professional conduct and standards of professional practice.</li> <li>• Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.</li> <li>• Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p>interests, and cultural, social, and economic circumstances of all learners.</p> <ul style="list-style-type: none"> <li>• Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.</li> <li>• Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> <li>• Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.</li> <li>• Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.</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	N/A
2020-2021	99	97	93	94	93	65.2
2021-2022	86	88	88	83	81	59.4
2022-2023	76	79	75	61	64	
Evaluation	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate

Strategies: Advance excellence in teaching, learning, and leading <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>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:</b></p> <ol style="list-style-type: none"> <li>1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.</li> <li>2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer.</li> <li>3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.</li> <li>4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment.</li> </ol>	
<b>Strategy 1:</b> Continue Learning for all staff that advances designing for instruction / assessment for deep learning and Transfer through embedded learning during PD, PLT, and Staff meetings:	Intermediate
<b>Strategy 2:</b> Lead teacher representation and sharing of strategies to build capacity of OHS team.	Intermediate
<b>Strategy 3:</b>	

**Areas of Strength:**

- Embedded PLT with set teams of learners.
- Intentional design work that links FSD, School, and TQS goals.
- Teacher lead and support from Division.

**Areas for Growth:**

- Share evidence of practice.
- Evidence of principles and practice in action made visible across the school.
- Increase collective efficacy and belief in colleagues.

**Next Steps:**

- Collaborative learning and support to advance practice and leadership.
- Align PLT work to survey expectations to advance excellence in teaching and learning.
- Support staff individual professional goals.
- Continue with embedded PLT time.
- Well-developed and visible structure and plan for advancing goals and strategies.
- Continue to provide digital resources and tools (staff learning link, playlists, guides, learning services) to staff to guide professional growth.