Cameron Crossing 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

In the spirit of reconciliation, Cameron Crossing School acknowledges and thanks the traditional territories of the Blackfoot Confederacy and the first peoples of southern Alberta including the Siksika, Piikani, Kainai, Tsuut'ina, and Stoney Nakoda First Nations. This land is also the proud home to the Métis Nation of Alberta Region 3.

We take this opportunity to acknowledge the spirit, life, and lessons that this land has shared with us over past generations and honour the spirit, life, and lessons that this land will continue to share with us in the coming seasons of life and learning.

We respect the stories that our ancestors told of this place and the wisdom that lives in the history of this land.

We thank Mother Earth for the generous gifts she has provided us to sustain our bodies, minds, hearts, and souls.

In this way, we recognize the land as an act of reconciliation and gratitude to those whose territory we reside on.

Let us go forward in a good way.

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.
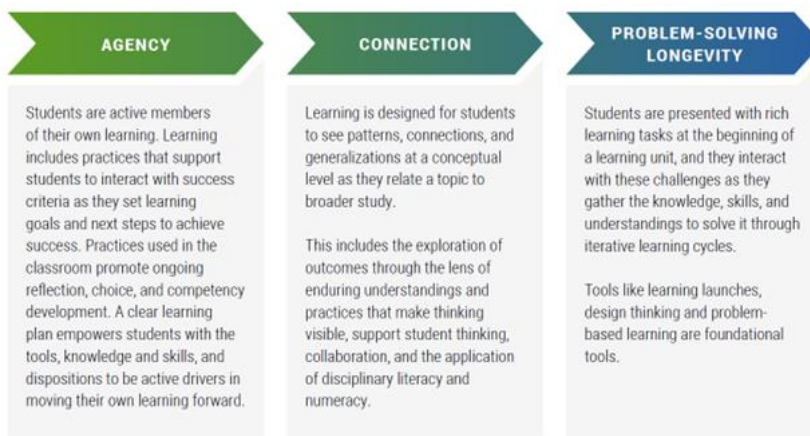
Board Policy 01: Division Foundational Statements

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

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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

Cameron Crossing School is an Outreach School that supports grade 7-12 students with promise with academic and social/emotional needs from across the greater Foothills School Division attendance boundaries. We work with students and families with significant mental health, addictions, behavioral and other social/emotional needs. We strongly believe in flexible learning, community engagement, and local high school partnerships. We focus on meeting our students where they are at; we celebrate their accomplishments and continued focus to graduate outside of the traditional 3-year approach.

School Highlights and Celebrations

Highlights and Accomplishments

1. Cameron Crossing School expanded our ability to assist more FSD learners through its new building expansion. We can now support up to 50 students, doubling our previous capacity.
2. We have expanded our program to support grade 7-9 students, ensuring our junior high students in FSD can access our supports and services.
3. Cameron Crossing graduated 8 students in 22/23 that most likely would not have graduated if they remained in a traditional school setting.
4. Cameron Crossing will have 5 students eligible for graduation in the 2023-24 school year
5. School, Divisional and Provincial data all highlight that parents and students alike see Cameron Crossing School as a Safe and Caring Learning Environment
6. We have seen an increase in attendance rates and students beginning to reconnect with school and supports
7. Cameron Crossing remains connected with outside programs (Food Bank, Kennel Care, PE related activities) which greatly enhances our student engagement within the community

Trends and Challenges

- Due to the nature of our school/programming, our school trends high in Citizenship.
- Cameron Crossing has a Very High Trend in the following areas:
    - Citizenship
    - Program of Studies-At Risk Students
    - Safe and Caring
    - Satisfaction with Program Access
    - School Improvement
- Due to our school size, available programs and the wording of questions around school Education Quality and Program of Studies, Cameron Crossing School's trend is a low.
- Due to our At Risk School Population, our trend is to have a very low 3 year High School Completion data for many of our students require significant additional time to graduate.
- Due to our At Risk student population Cameron Crossing has a high Drop Out rate in comparison to other Alberta School. However, we are graduating 89% of students that would have struggled to graduate if they stayed in their traditional school setting or moved to online learning.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023
School: 5326 Cameron Crossing School

Assurance Domain	Measure	Cameron Crossing 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	77.6	65.0	65.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.8	87.1	85.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	28.6	50.0	43.8	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	78.6	80.0	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	14.3	0.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	90.8	77.5	77.4	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	90.1	90.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	98.5	96.5	96.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

Aggregate Summary

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

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Results in Set

100% Program of Studies	**50%** Work Preparation	**100%** Citizenship	**100%** School Improvement	**100%** Welcoming, Caring, Respectful...
100% Quality of Education	**50%** Life Long Learning	**100%** Student Learning Engagement	**100%** Parental Involvement	**100%** Access to Supports

Legend (From the Alberta Education Assurance Measures Report - 2022)
· **Program of Studies**: Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
· **Work Preparation**: Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
· **Citizenship**: Percentage of parents who are satisfied that students model the characteristics of active citizenship.
· **Quality of Education**: Percentage of parents satisfied with the overall quality of basic education.
· **Life Long Learning**: Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
· **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
· **School Improvement**: Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
· **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

Measure Evaluation

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

Goal Achievement Measure

Very Low   **Low**   **Intermediate**   **High**   **Very High**

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

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

Engagement

Our Story of Engagement

Community Engagement
Engagement Opportunities
Get Involved
Advocacy
Foothills Flourishing Community Award
FSD News
FSD Footnotes
School Council Presentations

Cameron Crossing School completed SOSQ, APORI/AERR, and Intellectual Engagement Surveys. Students also engaged in multiple personality and learning style questionnaires/surveys to better understand who they are both as a learner and as a person. Cameron Crossing continues to engage with students and families alike through daily connections and individual programs built to meet each student's needs.

Within this section, there is some conflicting data around school/FSD survey results and those from Alberta Education. For example, our school/FSD data indicates that 100% or respondents are satisfied with the Quality of Education our students are receiving and Alberta Education results indicate a result of 77.7%

Stakeholder Engagement Results Analysis

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *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.	Stakeholder engagement and communication strategies ensures: • engagement, support, and success for each learner. • governance aligns with and is responsive to the needs and expectations of the learning community. • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. • communication provides assurance.	• Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. • Measures indicate that parents are involved in school and system decision making processes. • Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

		• partners in education anticipate local and societal needs and circumstances and 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.

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 *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: 1) Increase Connection to the Community	High

a. Participation in volunteer opportunities in the community
b. Participation in PE activities in the community
c. Work Experience and RAP opportunities
 	
2) Enhance Student Voice and Recognition
    a. Participation in Student Matters
    b. Student celebrations and awards
    c. Student leadership opportunities within complimentary courses
    d. Student voice in special activities
    e. Student voice and choice in academic planning, timetabling, and daily schedule
 	
3) Increase Student Access to Supports and Services
    a. Strong staff to student ratio
    b. In house counselling and YDC services
    c. Partnerships and purposeful connection with community services (McMann, Rec Centre, LUNA, AHS, etc.)	

Staff Engagement:
1) Increase Connection
    a. Weekly afterschool check-ins
    b. Birthday and special event celebrations
    c. Staff participation in morning sharing
    d. Group text daily communication plan
    e. Use of SharePoint for shared documentation
 	
2) Increase Efficacy Through Shared Leadership
    a. Co-created staff meeting agendas
    b. Staff led CRT meetings
    c. Staff led professional development
	High

Parent Engagement:
1) Enhance Communication
    a. Daily communication regarding attendance and well-being
    b. Quarterly newsletters
    c. Weekly emails
    d. Weekly Instagram and Twitter posts
	Intermediate

2) Enhance Engagement
    a. Individualized parent orientation
    b. Personal invites to learner conferences
    c. Surveys	

Community Engagement:
1) Increase Community Connections
    a. Increased connections to community supports and services
    b. Volunteering and Work Experience opportunities for students in the community
    c. Regular social media posts regarding student engagement in the community
    d. Partnering with Okotoks Rec Centre for PE activities and special events
	High

Communications:
    a. Daily communication regarding attendance and well-being
    b. Quarterly newsletters
    c. Weekly emails
    d. Weekly Instagram and Twitter posts
    e. Learner Updates and Learner Reports
	Intermediate

Areas of Strength:
- Community connections
- Celebrations of students and their successes

Areas for Growth:
- Parent engagement
- Community engagement

Next Steps:
- Action PECC (Parent Engagement at Cameron Crossing)
- Increase community partnerships

Continuous Improvement Results Analysis		
Goal *Desired Result* **Advance evidence-based continuous improvement and assurance**	**Outcomes** *Measurable statements of what FSD seeks to achieve* • Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders.	**Indicators** *Indicators of achieving outcomes* Measures indicate learners communicate, collaborate, and solve problems together to advance education

Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	- Sustained culture of continuous improvement and collective responsibility. - The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. - 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. - A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. - Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	excellence and provide assurance for student growth and achievement. - The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. - 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. - AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

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

Provincial
- **Parent Involvement:** Increase/maintain 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			
2020-2021	68.4	N/A	N/A
2021-2022	77.7	N/A	N/A
2022-2023	90.8	100	100
Evaluation	Very High / Improved	Very High	Very High

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021						
2021-2022	80	100	100	94	83	88
2022-2023	100	100	100	100	100	100
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High

| 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 |
|---|---|
| **Maintaining a Safe and Caring Learning Environment**
a. Daily check ins to support a sense of belonging
b. Ensuring students basic needs are met through the food program
c. Explicit teaching and practicing of regulation strategies
d. Access to counselling and related mental health supports
e. Teaching of Mental Health Literacy and Mindfulness
f. Explicit teaching of social skills and structured opportunities to practice | Very High |

Advancing Student and Family Voice
    a. Student participation in Student Matters
    b. Student celebrations and awards
    c. Student leadership opportunities within complimentary courses
    d. Student voice in special activities
    e. Student voice and choice in academic planning, timetabling, and daily schedule
    f. Daily communication regarding attendance and well-being
    g. Individualized parent orientation
    h. Personal invites to learner conferences
    i. Surveys
	Intermediate

Increase Community Connections
    a. Increased connections to community supports and services
    b. Volunteering and Work Experience opportunities for students in the community
    c. Regular social media posts regarding student engagement in the community
    d. Partnering with Okotoks Rec Centre for PE activities and special events
	High

Areas of Strength:

- Community connections
- Celebrations of students and their successes

Areas for Growth:
- Parent engagement
- Community engagement

Next Steps:
- Action PECC (Parent Engagement at Cameron Crossing)
- Increase community partnerships

Support

Our Story of Support
Policy 14: A Place for All

Learning Supports Results Analysis

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	- Learners are active, healthy, and well. - Learners contribute to developing and advancing cultures of wellness and well-being. - Learners contribute to and feel welcomed, cared for, respected and safe. - Learners demonstrate understanding and respect for the uniqueness of all learners. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Learners access a continuum of supports to be successful. - Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. - Learners build resilience and positive mental health skills. - Students' Matters and Staff Advisory take action to support wellness and well-being system wide.	- Improved wellness and well-being in students and staff. - Learning environments are welcoming, caring, respectful and safe. - Improved understanding of an inclusive education system. - Improved collaboration with education partners to support learning. - Improved wrap around services and supports enhances conditions required for optimal learning and wellness. - Continuum of supports enriches learning and meets the need of students, families, staff, and communities.

Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	• Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being.	● 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. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Continuum of Supports is visible and accessible. ● Collaboration with education partners to support student learning and well-being.

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		
2020-2021	83.6	94.6
2021-2022	93.7	96.5
2022-2023	95.4	98.5
Evaluation	Very High	Very High

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	81	15	15	0	8
2020-2021	70	45	30	0	15
2021-2022	76	44	24	4	20
2022-2023	98	82	58	51	58
Evaluation	Very High	Very High	High	High	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*

Enhancing student connections
    a. Whole school Circle of Courage work
    b. Daily check ins, morning meetings and share time
	Very High

c. Friday circle time d. Birthday and special event celebrations e. Whole school courses and activities	
Increasing staff competency a. Professional learning on SEL and Circle of Courage b. NVCI training for all staff c. CSTAG training	**Intermediate**
Enhance student and family connections to supports and services a. Proactive connections to in-house supports (EA, FSLC, YDC) b. Cultivating relationships with community supports c. Weekly communications with families regarding available community resources and activities d. Utilization of divisional Inclusive Learning supports	Intermediate

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*
Provision of wrap around supports for all students a. Youth Development Coach support b. Family School Liaison Counsellor support c. Educational Assistant support d. Learning Coach support e. Inclusion Foothills f. McMan Family Resource Centre g. Rowan House h. Foothills Therapeutic Riding Association i. RCMP and Alberta Justice j. FSCD k. AHS l. Childrens Services m. LUNA n. Woods Homes o. Hull Family Services p. Sandstone Lodge q. Okotoks Food Bank	Very High

Individualized education plans for all students
    a. Individual Learning Plans (ILPs)
    b. Positive Behavioral Support Plans (BSPs)
    c. Attendance Plans
    d. Academic Plans
    e. Social Emotional-Behavioural strengths and needs identification
	Very High

Areas of Strength:
- Individualized plans for all students

Areas for Growth:
- Family connections to community agencies, supports and resources

Next Steps:
- Further development of community connections

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

Goal 1	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance innovation and design	• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.	• 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.
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.	• Learning that transfers.	• Collaboration with community, industry, and education partners to support student success.
	• Culture of innovation and design.	• Learners demonstrate transfer of learning.
	• Learners are innovative and creative.	• High quality learning opportunities and experiences.
	• Learners demonstrate the [competencies] to prepare them for their future.	• Measures indicate that learners are intellectually engaged in their learning.
	• Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.	
	• Learners are agents of their own learning.	
	• Learners demonstrate design thinking.	
	• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.	

Goal 2	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance learning for transfer	• Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum.	• Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
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 form conceptual understandings.	• Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
	• Learners are agents of their learning.	• Learners demonstrate transfer of learning.
	• Learners are allowed to live with complex problems over time.	• High quality learning opportunities and experiences.
	• Deep transferable learning.	• Measures indicate that learners are intellectually engaged in their learning.
	• Learners will have high quality learning experiences.	• Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
	• Students will be well prepared for their future while remaining current and relevant in the local and global contexts.	• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.
	• Learners apply knowledge, understanding and skills in authentic contexts and situations.	
	• Learners develop agency using ongoing assessment feedback to reflect continuously	

| | on their progress, identify strengths, areas of need, and set new learning goals.
• Curriculum is relevant, clearly articulated and designed for implementation within local contexts. | |

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)
Impact and effectiveness of strategies implemented in achieving goal

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	63.1	N/A	84.3	77.4	N/A	N/A
2020-21	53.4	N/A	75.0	68.4	N/A	58

2021-22	66.0	N/A	87.1	77.5	N/A	65
2022-23	66.2	N/A	90.8	90.8	N/A	77.6
Evaluation	Intermediate	N/A	Very High	Very High	N/A	High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-2020	0	37.7	N/A	11.1	N/A
2020-2021	11.2	50	N/A	62.5	N/A
2021-2022	8.5	28.6	N/A	23.1	N/A
2022-2023	N/A	N/A	N/A	N/A	N/A
Evaluation	Low	Low	N/A	N/A	Very Low

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	NA
2020-2021	94	70	83	88	40/40	40/100	20
2021-2022	90	63	69	74	50/21	29/57	50

2022-2023	100	62	85	86	55	47.5	47
Evaluation	Very High	Intermediate	High	Very 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*

Flexible and innovative learning opportunities
    a. Work experience and volunteerism
    b. Dual credit and RAP
    c. Opportunities for work experience
    d. Whole school completion of HCS 3000
    e. Community volunteer opportunities
    f. Mentorship and TA opportunities
    g. Partnerships with local high schools for blended academic learning
    h. Partnerships with Foothills Digital School for blended academic learning
	Very High

Flexible learning environment
    a. Soft start and regulation breaks
    b. Individualized education plans
    c. Personalized goal setting
    d. Personalized career exploration
    e. Self-paced learning
    f. Modified timetables and daily schedules
    g. Use of my Blueprint
	Very High

CTS and Fine Arts Programming
    a. Partnerships with local high schools for blended CTS learning
    b. Partnerships with Foothills Digital School for blended CTS learning
    c. In-house Art program in partnership with Okotoks art gallery
    d. Dual Credit and RAP opportunities
	Intermediate

Areas of Strength:
- Our ability to provide a flexible learning space for our students
- Our focus on individualized education plans

Areas for Growth:
- Student access to CTS programming
- Partnerships with local high schools for blended learning

Next Steps:
- Invite student and parent voice as we develop further CTS opportunities
- Engage with local high school administrators to explore further opportunities to collaborate

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*

School and System Engagement Opportunities
  a. Participation in Student Matters
  b. Participation in student-led school leadership opportunity
  c. Participation in Peer-instructed Mental Health Literacy opportunity
	Intermediate

Community Engagement Opportunities
  a. Participation in volunteer opportunities in the community
  b. Participation in PE activities in the community
  c. Work Experience and RAP opportunities
  d. Dual Credit and college course access
	High

Areas of Strength:
- Student Matters participation
- Access to volunteer opportunities

Areas for Growth:
- Student led activities

Next Steps:
- Furthering opportunities for students to take on leadership roles within the school and community

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. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • 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 (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.	**Indicators** *Indicators of achieving outcomes* • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
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. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	**Indicators** *Indicators of achieving outcomes* • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

| | • Balanced literacy and numeracy programming advanced student growth and achievement.
• Learners have high quality learning experiences in literacy and numeracy.
• Learners apply knowledge, understanding and skills in authentic contexts and situations.
• Deep transferable learning. | |

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: 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	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	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	
2022-2023	N/A	100/16.7	N/A	N/A	50	100/33.3	N/A		N/A		N/A		100	

Diploma Exams	Français /French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	N/A	N/A
2022-2023	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
2019-2020	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A
2022-2023	0	100	100
Evaluation	Very Low	Very High	Very High

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

% of correct responses - First administered in September 2019				
Performance Measures	**Number**	**Patterns and Relations**	**Shape and Space**	**Statistics and Probability**
2019-2020	N/A	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A	N/A
2022-2023	51	76	41	80
Evaluation	Intermediate	High	Intermediate	High

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*

Development of highly scaffolded core course that allow for blended access and self-paced learning
    a. ELA
    b. Social Studies
    c. Science
    d. Math
    e. PE
    f. CALM
    g. HCS 3000
    h. ART
	Very High

Collaborative IPGP development focussed on staff skills development
    a. School-wide IPGP goals
    b. Goals focused on skills development in the areas of literacy and numeracy
    c. Professional learning regarding literacy and numeracy
	High

Areas of Strength:

- Development of blended learning, self-paced courses
- Staff skillset in the area of adapted learning and scaffolding

Areas for Growth:
- Professional learning focused on Division III and IV literacy and numeracy development

Next Steps:
- Further exploration into professional learning opportunities and experts in the area of adolescent literacy and numeracy development

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

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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 Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	60	N/A	40	N/A	50	N/A	70	N/A	80	N/A	60	N/A	80	N/A	90	N/A	50	N/A
2022-2023	**83**	**100**	**89**	**100**	**83**	**100**	**89**	**100**	**94**	**100**	**83**	**100**	**94**	**100**	**89**	**100**	**93**	**100**

Evaluation	High	Very High	Very High	Very High	High	Very High	Very High	Very High	Very High	Very High	High	Very High	Very High	Very High	Very High	Very High	Very High	Very High

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*

Honouring traditional teachings and weaving foundational ways of knowing into the curriculum for all learners
    a. Engagement of the FSD Indigenous Learning Facilitator
    b. Committing a staff member to be part of the FSD Indigenous learning leads
    c. Seasonal planning
	Intermediate

Honouring Indigenous special events, occasions, and days of remembrance
    a. National Indigenous Peoples Day
    b. Orange Shirt Day
    c. National Indigenous History Month
    d. Indigenous Remembrance Day
	High

Integration of Indigenous Knowledge Systems into our Continuum of Supports
    a. Sit spots
    b. Walk alongs
    c. Land based learning
    d. Restorative circles
    e. Sweat lodge and PowWow engagements
    f. Connections with Elders and Knowledge Keepers
	Intermediate

Areas of Strength:
- Integration of Indigenous Knowledge Systems into out Continuum of Supports

Areas for Growth:
- Integration of Indigenous Knowledge Systems into daily curriculum
- Connection with our Indigenous communities, Elders and Knowledge Keepers

Next Steps:
- Work with our FSD Indigenous Learning Facilitator to expand our connections in local Indigenous communities
- Focus professional learning on expanding our understanding of Indigenous knowledge systems

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	• Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	• Measures indicate 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 learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • 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.

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	100	100	100	100	100	100
2021-2022	100	100	100	100	100	100
2022-2023	100	100	100	100	100	100
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High

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*

Integration of Trauma Informed Educational Practices
    a. Professional learning opportunities
    b. CSTAG and NVCI training
    c. Integration of Indigenous ways of knowing
	High

Focus on professional learning opportunities connected to staff IPGPs and connected to our Education Plan a. Ongoing access to system, community, and in-house professional learning opportunities	High

Collaborative and Shared Leadership
    a. Weekly COP meetings
    b. Honor staff expertise
    c. Flattened leadership structure
    d. Encouragement of staff, student, and family voice in school-based decisions
	Very High

Areas of Strength:
- Understanding of Trauma Informed Practice
- Shared leadership structures

Areas for Growth:
- Stakeholder voice in school-based decisions

Next Steps:
- Increasing communication and implementing feedback captures to empower the school community to engage in school-based decision-making processes