# Year 3 - Cameron Crossing School Annual Education Results Report 2023-24

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

**School Education Plan 2021-2024 (year 3)**

**School Website**

## School Land Acknowledgement

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**
**Board Policy 14: A Place for All**

## Providing Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. **Foothills School Division's Education Plan** and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

# ❯❯ THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

## AGENCY

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

## CONNECTION

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

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

## PROBLEM-SOLVING LONGEVITY

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

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

## Our Goals and Strategies

### Our Vision
Engagement, Support and Success for Each Learner.

### Our Mission
Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them… Develop them…Celebrate them!

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

### Our Priorities
**Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

**Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership.

| Engagement | Support | Success |
|---|---|---|
| **Local and Societal Context** | **Learning Supports** | **Student Growth and Achievement** |
| **Goal:** Advance Stakeholder Engagement and Communications<br>**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts. | **Goals:**<br>Advance Wellness and Well-being<br>Advance Continuum of Supports<br>**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:**<br>Advance Innovation and Design<br>Advance Learning for Transfer<br>Advance Literacy and Numeracy<br>Advance First Nations, Métis, and Inuit student success<br>**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<br>**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:**<br>Advance Excellence in teaching, learning and leading<br>**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 High to Very High Trend in the following areas:
  - Citizenship
  - Access to Supports and Services
  - Program of Studies-At Risk Students
  - Safe and Caring
  - Satisfaction with Program Access
- 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.

# Alberta Education and FSD Assurance Measures Report Summary

| FSD Assurance Survey | Positive Responses from Parents | Evaluation |
|---|---|---|
| Access to Supports and Services | 100% | Very High |
| Citizenship | 90% | High |
| Education Quality | 80% | High |
| Lifelong Learning | 80% | High |
| Parental Involvement | 63% | Low |
| Program Access | 64% | Low |
| Program of Studies | 95% | Very High |
| Program of Studies/At risk students | 100% | Very High |
| Safe and Caring Schools | 68% | Low |
| School Improvement | 50% | Very Low |
| Student Learning Engagement | 100% | Very High |
| Welcoming Caring Responsive Student Learning Environment | 68% | Low |
| Work Preparation | 100% | Very High |

| Alberta Education Assurance Survey (AEAM) | Positive Responses from Parents | Evaluation |
|---|---|---|
| Access to Supports and Services | 82.4 | n/a |
| Citizenship | 72.9 | Intermediate |
| Education Quality | 81.8 | Low |
| Lifelong Learning | n/a | n/a |
| Parental Involvement | n/a | n/a |
| Program Access | 71 | Low |
| Program of Studies | 59.3 | Very Low |

| | | |
|---|---|---|
| Program of Studies/At risk students | 82.4 | Low |
| Safe and Caring Schools | 80 | Low |
| School Improvement | 81.3 | Very High |
| Student Learning Engagement | 65.6 | n/a |
| Welcoming Caring Responsive Student Learning Environment | 73.2 | n/a |
| Work Preparation | n/a | n/a |

## Measure Evaluation

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

**Goal Achievement Measure**

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

## Engagement

### Our Story of Engagement
- Policy 1: Divisional Foundation Statements
  - Advocacy
- A Shared Responsibility: Safety for All
  - Celebrations for All
- Celebrating our Flourishing Community
  - Engagement Opportunities
- Foothills Flourishing Community Award
  - FSD Footnotes
  - FSD Social Media

- FSD News
- Get Involved
- Governance

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 | Outcomes | Indicators |
|---|---|---|
| *Desired Result* | *Measurable statements of what FSD seeks to achieve* | *Indicators of achieving outcomes* |
| **Advance stakeholder engagement and communications** Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner. | Purposeful and appropriate stakeholder engagement and communication strategies ensure:<br><br>• governance aligns with and is responsive to the needs and expectations of the learning community<br>• stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system<br>• communication provides assurance | • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division<br>• stakeholder engagement informed decision making and education plans<br>• education partners 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*

**Measures and Targets**

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

**Provincial**

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

**Local**

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

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

| Strategies<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Student Engagement:**<br>1) Increase Connection to the Community<br>   a. Participation in volunteer opportunities in the community<br>   b. Participation in PE activities in the community<br>   c. Work Experience and RAP opportunities<br><br>2) Enhance Student Voice and Recognition<br>   a. Participation in Student Matters<br>   b. Student celebrations and awards | High |

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|---|---|
|     c.   Student leadership opportunities within complimentary courses<br>    d.   Student voice in special activities<br>    e.   Student voice and choice in academic planning, timetabling, and daily schedule<br><br>3)  Increase Student Access to Supports and Services<br>    a.   Strong staff to student ratio<br>    b.   In house counselling and YDC services<br>    c.   Partnerships and purposeful connection with community services (McMann, Rec Centre, LUNA, AHS, etc.) | |
| **Staff Engagement:**<br>1)  Increase Connection<br>    a.   Weekly afterschool check-ins<br>    b.   Birthday and special event celebrations<br>    c.   Staff participation in morning sharing<br>    d.   Group text daily communication plan<br>    e.   Use of SharePoint for shared documentation<br><br>2)  Increase Efficacy Through Shared Leadership<br>    a.   Co-created staff meeting agendas<br>    b.   Staff led CRT meetings<br>    c.   Staff led professional development | **High** |
| **Parent Engagement:**<br>1)  Enhance Communication<br>    a.   Daily communication regarding attendance and well-being<br>    b.   Quarterly newsletters<br>    c.   Weekly emails<br>    d.   Weekly Instagram and Twitter posts<br><br>2)  Enhance Engagement<br>    a.   Individualized parent orientation<br>    b.   Personal invites to learner conferences<br>    c.   Surveys | **Intermediate** |
| **Community Engagement:**<br>1)  Increase Community Connections | **High** |

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|---|---|
| a. Increased connections to community supports and services<br>b. Volunteering and Work Experience opportunities for students in the community<br>c. Regular social media posts regarding student engagement in the community<br>d. Partnering with Okotoks Rec Centre for PE activities and special events | |
| **Communications:**<br>    a. Daily communication regarding attendance and well-being<br>    b. Quarterly newsletters<br>    c. Weekly emails<br>    d. Weekly Instagram and Twitter posts<br>    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**<br>Desired Result<br>Advance evidence-based continuous improvement and assurance<br>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. | **Outcomes**<br><br>*Measurable statements of what FSD seeks to achieve*<br><br>Assurance has been achieved through:<br><br>• building relationships<br>• engaging with education partners and stakeholders<br>• creating and sustaining a culture of continuous improvement and collective responsibility | **Indicators**<br><br>*Indicators of achieving outcomes*<br><br>• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success<br>• curriculum is relevant, clearly articulated and designed for implementation within local contexts<br>• Education Plan and Annual Education Results Report represent evidence- |

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|---|---|---|
| | | <ul><li>informed decision making and continuous improvement</li><li>Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li><li>Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities</li><li>AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</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>provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement</li></ul> |

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

**Provincial**

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

**Local**

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

## Evidence and Key Insights

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

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

| Provincial Performance Measure | Education Quality | Parental Involvement | Continuous Improvement |
|---|---|---|---|
| 2020-2021 | 68.4 | N/A | N/A |
| 2021-2022 | 77.7 | N/A | N/A |
| 2022-2023 | 90.8 | 100 | 100 |
| 2023-2024 | 84 | 68 | 67 |
| Evaluation | High / Reduced | Low / Reduced | Low / Reduced |

| FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance. | | | | | | |
|---|---|---|---|---|---|---|
| **Assurance Measures** | **Student Learning Engagement** | **Citizenship** | **Education Quality** | **Safe, Caring and Welcoming** | **Access to Supports** | **Parental Involvement** |
| **2020-2021** | | | | | | |
| **2021-2022** | 80 | 100 | 100 | 94 | 83 | 88 |
| **2022-2023** | 100 | 100 | 100 | 100 | 100 | 100 |
| **2023-2024** | 81 | 75 | 84 | 82 | 82 | 68 |
| **Evaluation** | High / Reduced | Intermediate/ Reduced | High / Reduced | High / Reduced | High / Reduced | Low / Reduced |

| Strategies <br> *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation <br> *Impact of strategies implemented* |
|---|---|
| **Maintaining a Safe and Caring Learning Environment** <br>   a. Daily check ins to support a sense of belonging <br>   b. Ensuring students basic needs are met through the food program <br>   c. Explicit teaching and practicing of regulation strategies <br>   d. Access to counselling and related mental health supports <br>   e. Teaching of Mental Health Literacy and Mindfulness <br>   f. Explicit teaching of social skills and structured opportunities to practice | **Very High** |
| **Advancing Student and Family Voice** <br>   a. Student participation in Student Matters <br>   b. Student celebrations and awards <br>   c. Student leadership opportunities within complimentary courses <br>   d. Student voice in special activities <br>   e. Student voice and choice in academic planning, timetabling, and daily schedule <br>   f. Daily communication regarding attendance and well-being <br>   g. Individualized parent orientation | **Intermediate** |

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|---|---|
| h. Personal invites to learner conferences<br>i. Surveys | |
| **Increase Community Connections**<br>    a. Increased connections to community supports and services<br>    b. Volunteering and Work Experience opportunities for students in the community<br>    c. Regular social media posts regarding student engagement in the community<br>    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
AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
A Flourishing Community
Celebrating our Flourishing Community
Parent and Community Connect
Inclusive Learning
Student Learning
Support for Parents
Truth and Reconciliation for Learner Success **Toolkit**

### Learning Supports Results Analysis

| Goals | Outcomes | Indicators |
|---|---|---|
| **Goals**<br>*Desired Result*<br>**Advance wellness and well-being:** Develop collective efficacy in advancing a culture of wellness and well-being. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br><br>• learners contribute to developing and advancing cultures of wellness and well-being<br>• learners contribute to and feel welcomed, cared for, respected and safe<br>• learners access a robust continuum of supports<br>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change<br>• students will build resilience and positive mental health skills<br>• students will know the difference between and how to manage health stress and traumatic stress | **Indicators**<br>*Indicators of achieving outcomes*<br><br>• improved wellness and wellbeing in students and staff<br>• learners are active, healthy, and well<br>• all students and staff demonstrate understanding and respect for the uniqueness of all learners<br>• all learning environments are welcoming, caring, respectful and safe<br>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations<br>• improved understanding of an inclusive education system is shared by all education partners<br>• collaboration with education partners to support learning<br>• improved wrap around services and supports that enhance conditions required for optimal learning and wellness<br>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities<br>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning |
| **Goal**<br>*Desired Result*<br>**Advance our Continuum of Supports**: Continue to develop and advance our continuum of support. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br>• learners contribute to developing and advancing cultures of wellness and well-being<br>• learners contribute to and feel welcomed, cared for, respected and safe | **Indicators**<br>*Indicators of achieving outcomes*<br>• improved wellness and wellbeing in students and staff<br>• all students and staff demonstrate understanding and respect for the uniqueness of all learners<br>• all learning environments are welcoming, caring, respectful and safe |

| | |
|---|---|
| <ul><li>learners access a robust continuum of supports</li><li>students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li><li>students will build resilience and positive mental health skills</li><li>students will know the difference between and how to manage health stress and traumatic stress</li></ul> | <ul><li>learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li><li>improved understanding of an inclusive education system is shared by all education partners</li><li>collaboration with education partners to support learning</li><li>cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li><li>structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li><li>programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</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 provides assurance of continuous improvement and student growth & achievement.

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

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

| Provincial Performance Measures | Safe and Caring | Access to Supports and Services |
|---|---|---|
| 2020-2021 | 83.6 | 94.6 |
| 2021-2022 | 93.7 | 96.5 |
| 2022-2023 | 95.4 | 98.5 |
| 2023-2024 | 82 | 82 |
| Evaluation | High / Reduced | High/ Reduced |

**FSD SOS-Q Student Survey** (Student Orientation to School Questionnaire)**:** This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

| | above national norm | | | | |
|---|---|---|---|---|---|
| Performance Measure | SOS-Q: Safe & Caring | SOS-Q: External Resilience | SOS-Q: Self Confidence | SOS-Q: Internal Resilience | SOS-Q: Peer Relations |
| 2020-2021 | 70 | 45 | 30 | 0 | 15 |
| 2021-2022 | 76 | 44 | 24 | 4 | 20 |
| 2022-2023 | 98 | 82 | 58 | 51 | 58 |

| 2023-2024 | 97 | 84 | 69 | 47 | 72 |
|---|---|---|---|---|---|
| Evaluation | Very High / Reduced | High / Improved | High / Improved | Low / Reduced | High / Improved |

| Strategies: Advance Wellness and Well-being<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Enhancing student connections**<br>    a. Whole school Circle of Courage work<br>    b. Daily check ins, morning meetings and share time<br>    c. Friday circle time<br>    d. Birthday and special event celebrations<br>    e. Whole school courses and activities | Very High |
| **Increasing staff competency**<br>    a. Professional learning on SEL and Circle of Courage<br>    b. NVCI training for all staff<br>    c. CSTAG training | Intermediate |
| **Enhance student and family connections to supports and services**<br>    a. Proactive connections to in-house supports (EA, FSLC, YDC)<br>    b. Cultivating relationships with community supports<br>    c. Weekly communications with families regarding available community resources and activities<br>    d. Utilization of divisional Inclusive Learning supports | Intermediate |

| Strategies: Advance Continuum of Supports<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Provision of wrap around supports for all students**<br>    a. Youth Development Coach support<br>    b. Family School Liaison Counsellor support<br>    c. Educational Assistant support<br>    d. Learning Coach support<br>    e. Inclusion Foothills<br>    f. McMan Family Resource Centre | Very High |

| | |
|---|---|
|     g.   Rowan House<br>    h.   Foothills Therapeutic Riding Association<br>    i.    RCMP and Alberta Justice<br>    j.    FSCD<br>    k.   AHS<br>    l.    Childrens Services<br>    m.  LUNA<br>    n.   Woods Homes<br>    o.   Hull Family Services<br>    p.   Sandstone Lodge<br>    q.   Okotoks Food Bank | |
| **Individualized education plans for all students**<br>    a.   Individual Learning Plans (ILPs)<br>    b.   Positive Behavioral Support Plans (BSPs)<br>    c.   Attendance Plans<br>    d.   Academic Plans<br>    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

- **Alberta Learning Competencies**
- **Assessment and Reporting**
- **Career Education**
- **Innovation and Design**
- **Learning that Transfers**
- **First Nations, Métis, and Inuit student success**
- **French Immersion**
- **Literacy**
- **Numeracy**

## Student Growth and Achievement Results Analysis

| Goal 1 | Outcomes | Indicators |
|---|---|---|
| *Desired Result* **Advance innovation and design** Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future. | *Measurable statements of what we seek to achieve* <br><br> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. | *Indicators of achieving outcomes* <br><br> • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. <br> • learners apply knowledge, understanding and skills in real life contexts and situations |
| **Goal 2** *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success. | **Outcomes** *Measurable statements of what we seek to achieve* <br><br> • learners will be able to explore and develop their skills and passions and achieve their highest potential <br> • students will be well prepared for their future while remaining current and relevant in the local and global contexts | **Indicators** *Indicators of achieving outcomes* <br><br> • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts <br> • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals <br> • learners apply knowledge, understanding and skills in real life contexts and situations |

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

### Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### Local

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

## Evidence and Key Insights
### Advance Innovation and Design & Advance Learning for Transfer
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*
*Impact and effectiveness of strategies implemented in achieving goal*

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

| Provincial Performance Measures | Program of Studies | Work Preparation | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|---|---|---|---|---|---|---|
| 2020-21 | 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 |
| **2023-2024** | 71 | N/A | 72.9 | 81.8 | N/A | 65.6 |
| **Evaluation** | Low | N/A | Intermediate | Low | N/A | N/A |

**Alberta Education Assurance Measures Report**

| Provincial Performance Measures | Drop-out rate | High School Completion | | Transition Rate | Rutherford Scholarship | Exam Participation |
|---|---|---|---|---|---|---|
| | | 3 yr | 5 yr | | | |
| **2019-2020** | 11.2 | 50 | | N/A | 62.5 | N/A |
| **2020-2021** | 8.5 | 28.6 | | N/A | 23.1 | N/A |
| **2021-2022** | N/A | N/A | | N/A | N/A | N/A |
| **2022-2023** | 8.3 | N/A | 83.3 | N/A | 28.6 | N/A |
| **Evaluation** | Low | N/A | Intermediate | N/A | Very Low | 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 |
| **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** |
| **2023-2024** | **99** | **61** | **80** | **83** | **55/38** | **34/52** | **45** |
| **Evaluation** | **Very High** | **Intermediate** | **High** | **High** | **Intermediate** | **Intermediate** | **Intermediate** |

| Strategies: Advance Innovation and Design<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Flexible and innovative learning opportunities**<br>   a.  Work experience and volunteerism<br>   b.  Dual credit and RAP<br>   c.  Opportunities for work experience<br>   d.  Whole school completion of HCS 3000<br>   e.  Community volunteer opportunities<br>   f.  Mentorship and TA opportunities<br>   g.  Partnerships with local high schools for blended academic learning<br>   h.  Partnerships with Foothills Digital School for blended academic learning | Very High |
| **Flexible learning environment**<br>   a.  Soft start and regulation breaks<br>   b.  Individualized education plans<br>   c.  Personalized goal setting<br>   d.  Personalized career exploration<br>   e.  Self-paced learning<br>   f.  Modified timetables and daily schedules<br>   g.  Use of my Blueprint | Very High |
| **CTS and Fine Arts Programming**<br>   a.  Partnerships with local high schools for blended CTS learning<br>   b.  Partnerships with Foothills Digital School for blended CTS learning<br>   c.  In-house Art program in partnership with Okotoks art gallery | Intermediate |

| | |
|---|---|
| d.  Dual Credit and RAP opportunities | |

**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**<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | **Evaluation**<br>*Impact of strategies implemented* |
|---|---|
| **School and System Engagement Opportunities**<br>    a.  Participation in Student Matters<br>    b.  Participation in student-led school leadership opportunity<br>    c.  Participation in Peer-instructed Mental Health Literacy opportunity | Intermediate |
| **Community Engagement Opportunities**<br>    a.  Participation in volunteer opportunities in the community<br>    b.  Participation in PE activities in the community<br>    c.  Work Experience and RAP opportunities<br>    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 | Outcomes | Indicators |
|---|---|---|
| *Desired Result*<br>**Advance First Nations, Métis, and Inuit student success**<br>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. | *Measurable statements of what FSD seeks to achieve*<br>• First Nations, Métis and Inuit learners are successful<br>• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success<br>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences | *Indicators of achieving outcomes*<br>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences<br>• learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success<br>• all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools<br>• FSD Truth and Reconciliation Toolkit supports improved Indigenous student success<br>• First Nation, Metis and Inuit families that are actively involved in educational decisions<br>• the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement |
| **Goal 4**<br>*Desired Result*<br>**Advance literacy and numeracy**<br>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve*<br>Learners are literate and numerate. Students will have the literacy and numeracy competency to | **Indicators**<br>*Indicators of achieving outcomes*<br>• learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy |

| | |
|---|---|
| | engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning* | • learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades<br>• improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)<br>• improvement in foundational numeracy and mathematical knowledge and skills for all students |

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

**Provincial**

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

**Local**

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

**Provincial Learning Outcomes: 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 | |
| 2023-2024 | 36/0 | 71/14 | 50/0 | 36/9 | 36/18 | 80/0 | 42/26 | | 0/60 | | 100/0 | | 33/33 | |

| 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 |
| **2023-2024** | N/A | N/A | N/A | N/A |

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

| % of students at or above grade level (Grades 2 – 9) GRADE Assessment | | | |
|---|---|---|---|
| **Performance Measures** | **Listening** | **Vocabulary** | **Comprehension** |
| **2020-2021** | N/A | N/A | N/A |
| **2021-2022** | N/A | N/A | N/A |
| **2022-2023** | **0** | **100** | **100** |
| **2023-2024** | **N/A** | **N/A** | **N/A** |
| **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** |
| **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** |

| 2023-2024 | N/A | N/A | N/A | N/A |
|---|---|---|---|---|
| Evaluation | Intermediate | High | Intermediate | High |

| Strategies: Advance Literacy and Numeracy<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Development of highly scaffolded core course that allow for blended access and self-paced learning**<br>    a. ELA<br>    b. Social Studies<br>    c. Science<br>    d. Math<br>    e. PE<br>    f. CALM<br>    g. HCS 3000<br>    h. ART | Very High |
| **Collaborative IPGP development focussed on staff skills development**<br>    a. School-wide IPGP goals<br>    b. Goals focused on skills development in the areas of literacy and numeracy<br>    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

## 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*

### 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 |
| 2020-2021 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2021-2022 Baseline | 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 |
| 2023-2024 | 66 | 100 | 59 | 60 | 66 | 80 | 72 | 100 | 83 | 100 | 72 | 60 | 79 | 100 | 79 | 100 | 89 | 100 |
| Evaluation | I | VH | I | I | I | H | H | VH | H | VH | I | I | H | VH | H | VH | H | VH |

| Strategies: Advance First Nations, Métis, and Inuit student success | Evaluation |
|---|---|
| *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | *Impact of strategies implemented* |
| **Honouring traditional teachings and weaving foundational ways of knowing into the curriculum for all learners**<br>   a. Engagement of the FSD Indigenous Learning Facilitator<br>   b. Committing a staff member to be part of the FSD Indigenous learning leads<br>   c. Seasonal planning | Intermediate |

| | |
|---|---|
| **Honouring Indigenous special events, occasions, and days of remembrance**<br>    a.  National Indigenous Peoples Day<br>    b.  Orange Shirt Day<br>    c.  National Indigenous History Month<br>    d.  Indigenous Remembrance Day | High |
| **Integration of Indigenous Knowledge Systems into our Continuum of Supports**<br>    a.  Sit spots<br>    b.  Walk alongs<br>    c.  Land based learning<br>    d.  Restorative circles<br>    e.  Sweat lodge and PowWow engagements<br>    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<br>*Desired Result*<br>**Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement. | Outcomes<br>*Measurable statements of what FSD seeks to achieve*<br>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to | Indicators<br>*Indicators of achieving outcomes*<br>• 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 |
|---|---|---|

| | advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56* | • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation<br>• teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice<br>• teachers and leaders improve their professional practice in learning for transfer<br>• improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning<br>• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning |
|---|---|---|

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

### Provincial

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

### Local

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

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

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

| Performance Measures | Shared Vision, Mission & Values | Collaborative Culture | Collective Inquiry and Reflective Practice | Commitment to Continuous Improvement | Results & Action Oriented | In-service jurisdiction needs (AEAR) |
|---|---|---|---|---|---|---|
| 2020-2021 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2021-2022 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2022-2023 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2023-2024 | N/A | N/A | N/A | N/A | N/A | N/A |
| Evaluation | N/A | N/A | N/A | N/A | N/A | N/A |

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

| | Clarity of Vision, Mission, and Values | Professional Learning and Collaborative Culture | Professional Learning Communities | Professional Body of Knowledge |
|---|---|---|---|---|
| 2020-2021 | n/a | n/a | n/a | n/a |
| 2021-2022 | n/a | n/a | n/a | n/a |
| 2022-2023 | n/a | n/a | n/a | n/a |
| 2023-2024 | 83 | 99 | 73 | 88 |
| Evaluation | High | Very High | Intermediate | High |

| Strategies: Advance excellence in teaching, learning, and leading<br>*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* | Evaluation<br>*Impact of strategies implemented* |
|---|---|
| **Integration of Trauma Informed Educational Practices**<br>    a. Professional learning opportunities<br>    b. CSTAG and NVCI training | High |

| | |
|---|---|
| c.  Integration of Indigenous ways of knowing | |
| **Focus on professional learning opportunities connected to staff IPGPs and connected to our Education Plan**<br>a.  Ongoing access to system, community, and in-house professional learning opportunities | High |
| **Collaborative and Shared Leadership**<br>a.  Weekly COP meetings<br>b.  Honor staff expertise<br>c.  Flattened leadership structure<br>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