





2024-2025 École Joe Clark School ANNUAL EDUCATION RESULTS

1208 9 Ave SE, High River AB TIV 1L2

joeclark@fsd38.ab.ca

foothillsschooldivision.ca/joeclark



foothillsschooldivision.ca



ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025. This is our story of engagement, support, and success for each learner

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 2024-2029 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 plans and provides assurance to our stakeholders that we are advancing our priorities of engagement support and success for each learner

School Education Plan - Year 1

LAND ACKNOWLEDGEMENT



In the spirit of respect and truth, we would like to acknowledge that Ecole Joe Clark School is built on Treaty 7 land. We gather on the traditional territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Metis community and specifically, the Metis Nation Region Three of Alberta. We give this land acknowledgment as a reminder that we are all members of Treaty 7 and that we have a shared responsibility for the future of this land and all its people. We take this time to reflect on Alberta's past and we thank you for working together for it's future.

FSD: We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.



PURPOSE

Education at the centre of a flourishing community



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 leadership.

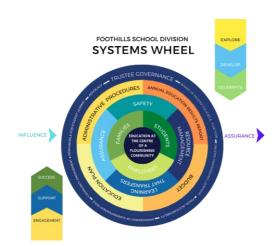
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with systems thinking. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we think we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment

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 five-year fixed 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.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the Education Act



ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
Alberta's students are successful	Learning that transfersNumeracy and literacyWellness and wellbeingContinuum of supports	Student growth & achievement Learning support
First Nations, Métis, and Inuit students in Alberta are successful	First Nations, Métis, and Inuit student success	Student growth & achievement Learning support
Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	 Innovation and design Learning that transfers Excellence in teaching, learning, and leading 	Student growth & achievementTeaching and leadingLocal and societal context
Alberta's K-12 education system and workforce are well-managed	Stakeholder engagement and communicationsContinuous improvement and assurance	Local and societal contextGovernance



OUR GOALS & ASSURANCE MEASURES

		SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Advance Stakeholder Engagement and Communications Assurance Measure FSD provides trust and confidence that the education system responds proactively to ocal 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, generative community engagement, transparency, and accountability.	SUPPORT EDUCATION ATTHE CENTRE OF A FLOURISHING COMMUNITY ENGAGEMENT	 Goal Advance Excellence in teaching, learning and leading. Assurance Measure FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard Leadership Quality Standard, and Superintendent Leadership Quality Standard).













OUR SCHOOL

École Joe Clark School is a dual-track school serving students from Junior Kindergarten to Grade 5. Our school boasts a highly diverse student population of approximately 285 students, enrolled in both French Immersion and English Programming.

Staff and Support

Our dedicated team includes:

- · Thirteen classroom teachers
- · A full-time physical education specialist
- · A full-time learning commons facilitator
- · A part-time music specialist
- · A part-time family school liaison counsellor
- · A team of dedicated educational assistants
- · A full-time learning coach
- An office administrator
- · Our administration team (principal and vice principal)

Community and Student Engagement

Our student population primarily serves the eastern half of the High River community. We lead with our hearts and firmly believe that all students can learn. We cultivate opportunities for whole-school activities, fostering a sense of community and belonging. École Joe Clark School is renowned for its student leadership capacity, strong community connections, and dynamic approach to supporting complex student needs.

Professional Learning Communities Our commitment to working in Professional Learning Communities (PLCs) allows our staff to collaborate effectively, meeting all student needs and enhancing their own professional growth.

School Identity and Mission

We proudly identify as the Joe Clark Broncos. Our mission is encapsulated in our motto: "Believe in yourself, Découvrez le leader en vous!" (Discover the leader in you!).

Visual Highlights

For visual highlights of our school year, please visit the Ecole Joe Clark School Instagram feed (@joeclarkschool).



HIGHLIGHTS AND CELEBRATIONS

Culture of Collective Responsibility: Our staff's commitment to a culture of collective responsibility is evident in their approach to supporting all learners. This has been particularly crucial as we navigate multiple challenges and changes.

Dynamic and Engaged School Council: Our school council continues to grow, with meetings well-attended by a diverse group of parents representative of our community. Increased parent volunteer participation reflects our community engagement.

Robust Music Program: Our music program offers choir, musical theory, and exposure to various instruments, enriching our students' educational experience.

Investment in Physical Education: We believe in the importance of physical literacy, wellness, and sports opportunities for all students, supported by our dedicated physical education specialist and a multitude of extracurricular sport teams offered to students.

High Achievement on Accountability Pillar Survey: Over the past five years, we have consistently achieved high results on the Accountability Pillar Survey across all areas. Our Annual Education Results Report mirrors this trend, showcasing our commitment to excellence.

French Immersion Program: Our French Immersion program is continuing to grow with resources put into support diverse needs with a French Immersion Learning Coach and piloting a full time French Immersion Kindergarten.

Multidisciplinary Team Approach: Our multidisciplinary team approach allows us to address the diverse needs of our students effectively.

Community Support: High River has faced significant challenges, including floods, socio-economic issues, and the COVID-19 pandemic. Throughout these times, we have remained steadfast in our support for our students and community, providing a safe and caring environment for all to thrive.

These highlights reflect our dedication to fostering a supportive, inclusive, and high-achieving school environment



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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.

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	83.2	79.3	92.3	86.4	79.3	90.7	85.0
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	84.7	82.1	92.4	85.1	76.2	83.3	81.8
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	82.8	81.1	86.8	86.0	65.0	77.7	68.3
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	81.3	75.6	90.8	82.8	65.7	94.0	67.2
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Low	Intermediate	Very High	Low	Very Low	Very High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Declined	Maintained	Declined

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	95	89	98	85	86	77	61
2022-2023	95	87	97	90	92	78	68
2023-2024	89	85	84	91	83	82	78
2024-2025	94	91	88	94	85	84	80
Evaluation	Very High	Very High	High	Very High	High	High	High

OUR STORY OF ENGAGEMENT



90.8%

of parents indicate the Education Quality is High 94%

of parents indicate the Parental Involvement is Very High

94%

of parents indicate the Student Learning Engagement is Very High 94%

of parents indicate the Safe and Caring Schools is Very High

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.	Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: What stakeholders were involved? How they were engaged? How their input informed local priorities? School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.	Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): 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 (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. Stakeholder Engagement: Increase/maintain participation

collaborate, and solve problems together to advance education for student growth and

- Establish a system of accountability practices which assurance at a division and school
- Use results to improve the quality and effectiveness of education and to improve student learning and achievement.
- improvement and collective
- A cycle of evidence-based continuous improvement that
- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision
- Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Fiscal resources are allocated and ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and
- Curriculum is relevant, clearly articulated and designed for
- Governors in school authorities and in government employ a cycle improvement to inform ongoing planning and priority setting, and
- contribute to shared governance.

- Measures indicate learners communicate, collaborate, and assurance for student growth and achievement (explore, develop, take action, and evaluate).
- decision making and continuous
- FSD provides accountability to the are fulfilling our responsibilities of K-12 students.
- FSD provides assurance to local are fulfilling our responsibilities and
- AERR data is analyzed, local and developed, and conclusions drawn
- Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and

FSD Assurance Survey: Increase/maintain percentage of

RESULTS ANALYSIS FOR ENGAGEMEN⁻

Previous Results (4-Year Data Trends and Key Insights)

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	School Improvement
2024-2025 (School)	90.8%	94.0%	67.2%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Low
Evaluation (Improvement)	Maintained	Maintained	Declined

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	Education Quality	Parental Involvement	School Improvement
2024-2025	88	84	80
Evaluation	High	High	High

OUTCOMES TO CONSIDER

Your child clearly understands what they are expected to learn at school

Your child finds schoolwork challenging

Your child finds schoolwork interesting

Your child is learning what they need to know

The quality of education your child is receiving at school

about your child

To what extent are you involved in decisions about your child's school

Your input into decisions about your child's school is considered

about your child's overall education

The opportunities to be involved in decisions about your child's school

School Improvement

Has the quality of education that your child experienced at school mproved, stayed the same, or declined in the past three years

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	
Strategy 1: Regular and timely communication from school and classrooms to home via (email, weekly update, phone calls and communication plan for student progress)	Very High
Strategy 2: Increasing school council attendance and representation from all programs through a variety of different methods (i.e. parent recruitment, room representatives, etc.)	Intermediate
Strategy 3: Bring current School Council Bylaws up to date to reflect current practices and policies.	Very High

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Education Quality and Parental Involvement were both above the Provincial Average on the AEAM and evaluated very high for achievement
- Although the School Improvement data in the AEAM evaluated low for achievement the FSD Assurance Survey evaluated high for the same measure

CONTINUOUS IMPROVEMENT AND ASSURANCE	
Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.	High
Strategy 2: Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.	Intermediate
Strategy 3: Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.	High



OUR STORY OF SUPPORT

At École Joe Clark School, wellness is the foundation of academic success. We strive to create safe, caring, and inclusive environments where students feel supported and able to thrive. Our continuum of supports includes trauma-informed practices, socio-emotional learning, and wraparound services that promote resilience and positive mental health for students and staff

Assurance measures show very high results for Safe and Caring environments and strong student resilience in areas such as peer relationships and self-confidence. Internal resilience remains a growth area, and we aim to increase awareness of available supports within our community.

Next steps include expanding mental health and wellness strategies through professional learning, creating flexible spaces like sensory and quiet rooms, and implementing student support rooms to meet diverse needs. These actions will strengthen our ability to provide responsive, inclusive environments where every student feels safe, cared for, and empowered to succeed.

Support Opportunities & Resources

- 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



85%

of parents indicate the Access to Supports and Services is Very High.

90%

of students indicate the Peer Relations is Very High

81%

of students indicate the External Resilience is High. (FSD SOSQ Survey) 92%

of parents indicate that Safe and Caring is Very High (FSD Assurance Survey)

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.	Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.	Safe & Caring (AEAM): Increase/maintain the 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. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. 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. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning.	Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.	Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. 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.

RESULTS ANALYSIS FOR SUPPORT

💊 Previous Results (4-Year Data Trends and Key Insights)

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 (students 'at risk')
2024-2025 (School)	86.6	65.7
2024-2025 (Prov)	87.3	80.1
Evaluation (Achievement)	High	Very Low
Evaluation (Improvement)	Maintained	Declined

FSD Assurance Survey (Parent): 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 (students 'at risk')
2024-2025	92	85
Evaluation		Very High

FSD SOS-Q Survey (Student) (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							
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations		
2024-2025	88	81	77	79	90		
Evaluation	High	High	High	High	Very High		

OUTCOMES TO CONSIDER

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can get help at school with problems that are not related to

Your child can easily access programs and services at school to get help with

ogram of Studies At-Risk Students When your child needs it, teachers at your child's school are available to help them

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

Commented [JB1]: @Doug Stevens I'm not s

Commented [DS2R1]: From the 86.6 and 65.7 respectively

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

WELLNESS AND WELL-BEING	
Strategy 1: Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.	High
Strategy 2: Continue to increase student voice, belonging and connection through school and division wide leadership opportunities and clubs.	High

CONTINUUM OF SUPPORTS	
Strategy 1: Continue to build, implement, refine, and expand the continuum of supports based on current student profiles around Wellness, Regulation and Social Emotional Learning	High
Strategy 2: Create safe flexible spaces for student learning (i.e. Learning coach room, sensory room, student quiet spaces)	High

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education(All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- We maintain high to very high levels of Safe and Caring Schools, and Access to Supports and Services for at risk students according to our parents in our FSD Assurance Survey
- Although the Access to Supports and Services data in the AEAM evaluated low for achievement the FSD Assurance Survey evaluated high for the same measure
- Our FSD SOSQ Student survey indicates achievement above national norms
- Peer Relations are very High as indicated by the FSC SOSQ student survey
- Student Self Confidence and Internal Resilience, while still having very high achievement, are areas that could be improved upon

OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

At École Joe Clark School, we prepare students for the future through innovative learning and experiences that transfer beyond the classroom. We foster creativity, design thinking, and career exploration ensuring students develop the skills and competencies needed for lifelong learning.

Our results show very high engagement and satisfaction in Work Preparation, Student Learning Engagement, and Quality of Education. Students report strong relevance and rigor in learning, with increased engagement in CTF and Makerspace programming that provides authentic, hands-on experiences.

To build on these strengths, we will deepen engagement in ELA/FLA and Social Studies, expand Makerspace challenges, and use visual journals to promote reflection and transfer of learning. Professional Learning Communities will continue to focus on designing learning for conceptual understanding and student agency.

Through these steps, École Joe Clark School ensures learning is meaningful, relevant, and prepares students for success in school and beyond.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



of parents indicate the Student Learning Engagement is Very High. of parents indicate the Quality of Education is Very High. (FSD Assurance Survey)

88%

of students indicate
there are High
Expectations for student
success.
(FSD Intellectual Engagement Survey)

73%

of students indicate the CTF Programming is very engaging.

(FSD Intellectual Engagement Survey

STUDENT GROWTH AND INNOVATION AND DESIG	ACHIEVEMENT IN AND LEARNING THAT TRANSFERS		
GOALS	OUTCOMES	INDICATORS	MEASURES
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 learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	 Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. Provide career education programming that enables students to explore and experience various occupations. Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. Student experiences are designed for deep and transferrable learning. Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. Learners demonstrate the competencies to prepare them for their future. Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	Measures indicate 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. FSD collaborates with community, industry, and education partners to support student success. Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. Measures indicate that learners are intellectually engaged in their learning.	Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): 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 (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Advance learning for transfer

- Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.
- Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum
- Learners form conceptual understandings.
- Learners are agents of their learning.
- Learners are allowed to live with complex problems over time.
- Learners will have high quality learning experiences.
- Students will be well prepared for their future while remaining current and relevant in the local and global contexts
- Learners apply knowledge, understanding and skills in authentic contexts and situations.
- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts
- Students demonstrate understanding and respect for the uniqueness of all learners
- Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow

- Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.
- Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts
- Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
- Learners demonstrate transfer of learning.
- High quality learning opportunities and experiences.
- Measures indicate parents, teachers, and students see improved student learning engagement at school.
- Measures indicate that learners are intellectually engaged in subject area learning.
- Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning.

- Overall Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic educatio
- Lifelong Learning (AEAM):
 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 (AEAM): Growth and Improvement shown in each area
- FSD Assurance Survey: 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).

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
2024-2025 (School)	87.0	90.0	75.6	90.8	76.9	81.3
2024-2025 (Prov)	83	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very High	Very High	Intermediate	Very High	High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained

FSD Assurance Survey: 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
2024-2025	90	87	91	88	81	94
Evaluation	Very High	High	Very High	High	High	Very High

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

						g Agree or Strongly A e I am engaged in the		
Performance Measures High Expectations Relevance Rigor Effort Support					Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	88	75	79	91	79	57.5	69.5	73
Evaluation	Very High	High	High	Very High	High	Low	Intermediate	High

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

INNOVATION AND DESIGN	
Strategy 1: Leverage existing group collaborative structures to build school capacity in Maker Centered and CTF learning.	Intermediate
Strategy 2: Support teachers designing learning for conceptual understanding, increased challenge, deepened thinking, increased student agency and a sense of life-long learning.	High

LEARNING THAT TRANSFERS	
Strategy 1: Collaborating with Professional Learning Communities to develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example: Real-life learning tasks, project-based tasks, rich questioning, conceptual understanding.	Intermediate
Strategy 2: Using local professional learning days to work as teams in developing high quality tasks and assessments to encourage deep and transferable learning.	Intermediate

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, lifelong learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in FLA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- We have overall maintained high levels of staff, student and parent attitudes to learning and innovation and design according to our Alberta Education Assurance Survey Data
- FSD Assurance Data reports increased parent satisfaction with respect to student learning outcomes such as: Program of Studies, Citizenship and Student Learning Engagement
- Students are reporting high levels of relevance, rigor and support with their studies
- Students are reporting higher levels of engagement with Math/Science and CTE Studies than ELA/ELA and SS

Commented [JB3]: Doug Stevens Why do my

OUR STORY OF SUCCESS: LITERACY AND NUMERACY

At École Joe Clark School, advancing literacy and numeracy remains a key priority. Our goal is to ensure every learner develops strong foundational skills across all subjects and grades through balanced programming and authentic learning experiences. Recent results highlight key strengths, including a significant decrease in the number of students at risk in provincial literacy and numeracy assessments from Kindergarten to Grade 3, and strong performance in Grades 4 and 5 numeracy skills such as comparing quantities, partitioning fractions, and basic operations.

Areas for growth include strengthening conceptual understanding and operational fluency in numeracy for Grades 4 and 5, and continuing to build flexibility and automaticity with numbers. Next steps focus on using local, divisional, and provincial assessment data to form targeted intervention groups in both English and French programs, ensuring all students have access to manipulatives and visual models to support deep learning. In French Immersion, we are advancing oral language development through explicit instruction in phonics, spelling, and sound manipulation in K–4, and continuing to leverage the French Language Monitor role to enhance oral fluency.

Family engagement remains a cornerstone of our approach; we provide resources, workshops, and communication tools to help parents support reading, oral language, and numeracy at home, creating a strong school-home partnership. These combined efforts aim to ensure learners are literate, numerate, and equipped with transferable skills for success.

Evidence of Success & Resources

- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



38 %

of students in grade three require additional supports in literacy 35%

of students in grade three require additional supports in numeracy.

47%

of grade four students are achieving grade level outcomes without additional support.

(Grade 4, EICS Numeracy Assessment)

37%

of grade five students are achieving grade level outcomes without additional support.

(Grade 4, EICS Numeracy Assessment)

STUDENT GROW ¹ LITERACY AND N	TH AND ACHIEVEMENT UMERACY		
GOALS	OUTCOMES	INDICATORS	MEASURES
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances 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 for deep and transferrable learning.	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. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy.	 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. 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) Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. 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.

OUTCOMES TO CONSIDER

ife-Long earning High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

🗞 Previous Results (4-Year Data Trends and Key Insight:

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	N/A	12	11	12
Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	N/A	21	14	11

Common Literacy/Numeracy Assessments: Local Measures (% of Students identified as only requiring Universal Supports)								
Common Numeracy Assessment: Grade 4 - 9 EICS Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9								
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a		
2024-2025	47	37	n/a	n/a	n/a	n/a		
Evaluation	High	High	n/a	n/a	n/a	n/a		

OUTCOMES TO CONSIDER

student Learning Engagement The literacy skills your child is learning at school are useful

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

m of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about th following topics at school:

- Another Language
- Art
 - ma

Health

MusicTechnology

d is learning lear are useful nee

Your child is learning what they need to know

Work

Your child is taught attitudes and behaviours to be successful at work when they leave school Your child is encouraged a school to be involved in activities that help the community

Students at your child's school follow the rules

Students at your child's school help each other when they ca

Students at your child's school respect each other

Your child is encouraged at school to try their best

cess to Suppor

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Creating a structured intervention plan for literacy learning	High
Strategy 2: Utilize cross graded strategic intervention groups based on data to inform and guide our interventions.	High



DATA ANALYSIS

n telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data cold us that:

- In primary grade levels, as students progress to grade three the number of students requiring more targeted and individualized supports decreases in numeracy
- As students progress into division two they are requiring more targeted and individualized interventions in numeracy
- Indicates a need for increased support for our division two students in numeracy

OUR STORY OF SUCCESS:

- Foothills School Division's Truth and Reconciliation for Learner Success Toolkit
- Indigenous Learning
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



83%

of students speak to a personal importance of Truth and Reconciliation82%

of students indicate that teachers are sharing

of self-identified Indigenous students indicated strong sense of cultural belonging.

70%

of students feel encouraged to share about their background and culture at school.

29 | SCHOOL ANNUAL EDUCATION RESULTS REPORT 2024-2025

FIRST NATIONS, MÉTIS, A	AND INUIT STUDENT SUCC	ESS	
GOALS	OUTCOMES	INDICATORS	MEASURES
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.	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 Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationshipbuilding between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.	Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. Measures indicate 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.	 Learning Outcomes (PAT & Diploma): Increase in 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 for self-identified First Nations, Métis, and Inuit students. Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. High School Completion Rate (AEAM): Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. Cultural Perspectives Survey: As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. 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. 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). Common Literacy and Numeracy Assessments (4-9): Increase percentage of students who are at or above grade level expectations.

SOS-Q Student Survey (<u>S</u>tudent <u>O</u>rientation to <u>S</u>chool <u>Q</u>uestionnaire): First Nations, Métis, and Inuit Students

Above National Norm									
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations				
2024-2025	100	100 100		100	100				
Evaluation	Very High	Very High	Low	Very High	Very High				

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students re	sponding Agree or Stro	ngly Agree to at least h	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	CTF
2024-2025	100	75	50	67	50	50	100
Evaluation	Very High	Intermediate	Low	Intermediate	Low	Low	Very High

Common / Numeracy Assessments: Local Measures (% of Students identified as only requiring Universal Supports)								
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9		
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a		
2024-2025	33% (3 students)	100% (1 student)	n/a	n/a	n/a	n/a		
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a		

Evaluation			Very Lo		L – Lo	•		ntermed			– High		VH – Ver	•	r1	VL		VH
Evaluation	н	VH	L	N/A	н	N/A	н	VL	н	VL	н	VL	н	N/A	н	VL	н	VH
2024-2025	70%	100%	61%		70%		73%	50%	83%	50%	76%	50%	70%		83%	50%	82%	100%
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
Performance Measures		tural nging		ortable Culture	and Ac	iraged cepted Culture	of Tru	Priority th and ciliation	Import Truth	ional ance of and ciliation	Cult Infusior All Su Are	Across Ibject	Under Mult Perspe	iple	Truth	rstand n and ciliation	Indig	ers Share Jenous Jectives
					% S	Students	(4-12) Re	porting A	Agree or S	Strongly	Agree							
Cultural Perspectives Survey																		

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.	Intermediate
Strategy 2: Work with our Director of Indigenous Learning to support families through the Jordan's Principle process.	Intermediate
Strategy 3: Access grant money and cultural funds to support school presentations each year to develop our collective foundational knowledge and appreciation of culture.	Intermediate



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- FSD SOSQ data indicates very high levels of self-identified Indigenous students feeling Safe and Cared for at school, feeling strong resiliency and positive about peer relationships.
- FSD SOSQ data indicates lower levels of self confidence amongst self-identified Indigenous students which aligned with SOSQ data across our school that self-confidence was an area students indicated lower levels of satisfaction in
- FSD Intellectual engagement survey indicates self-identified Indigenous students felt there were very high expectations and reported higher engagement in Career and Technology
 Foundations courses than FLA/FLA/SS and Math/Science
- FSD Cultural Perspectives survey indicates that self-identified Indigenous students feel a very strong sense of cultural belonging
- FSD Cultural perspectives survey indicates that there are lower levels of satisfaction with Understanding Truth and Reconciliation and School Priority on Truth and Reconciliation
- FSD Cultural perspectives survey indicates that Teachers are sharing Indigenous perspectives across the curriculum

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



75% of staff indicate there are effective in-service

of staff indicate there is professional and collaborative culture

89%

of staff indicate there are opportunities to collaborate with others

78%

of staff indicate through professional learning they can improve their practice

TEACHING, LEARNING	G AND LEADING GOALS		
GOALS	OUTCOMES	INDICATORS	MEASURES
Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	 Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. Collaborating with other teachers and leaders to build personal and professional capacities and expertise. Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. 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, assessment and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. Build professional capacity and a commitment to continuous improvement. Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. Building the capacity of teachers to respond to the learning needs of all students. Teachers and leaders are accountable to a standard of professional practice. 	Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	In-service jurisdiction needs (AEAM): 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. FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANAL	YSIS FOR TEACHING AN	Previous Results (4-Year	Data Trends an	d Key Insights)		
New FSD Professio schools and across t		isdiction needs al Measure				
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	41	65	53	57	75.0	81.7
Evaluation	Very Low	Intermediate	Low	Low	Achievement	Very Low
					Improvement	Maintained

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

TEACHING AND LEADING	EVALUATION
Strategy 1: Embedded School Based Professional Learning	Intermediate
Strategy 2: Continue to refine school-based Professional Learning Communities to support planning and implementing meaningful learning opportunities for students.	Intermediate
Strategy 3: Creation of schoolwide continuum of supports to address student needs	Intermediate



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- Teachers indicated clarity of Vision, Mission and Values was an area which needed significant improvement
- Teachers indicated that Professional Learning Communities and Professional body of knowledge was low.
- Teachers indicated that Professional learning and collaborative culture was low.

