2024-2025

Red Deer Lake

ANNUAL EDUCATION RESULTS REPORT

Foothills
SCHOOL DIVISION

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

School: We would like to take this opportunity to recognize that Red Deer Lake School are on the traditional territories of the Peoples of the Treaty 7 region. This is also the proud homeland of the Metis Nation. In the spirit of reconciliation, we would like this recognition to evoke in all of us a call-to-action of shared responsibility to the land and to our kinship relations.

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.

Foothills School Division's Truth and Reconciliation for Learner Success Toolkit

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.
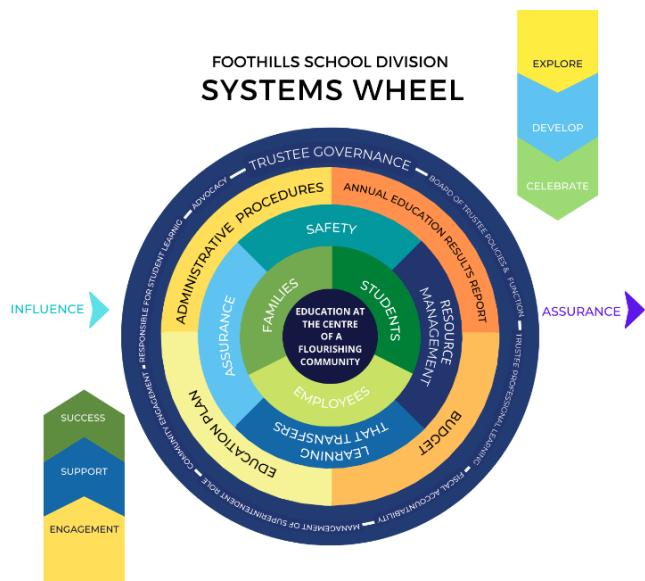
Board Policy 01: Division Foundational Statements

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.

FOOTHILLS SCHOOL DIVISION
SYSTEMS WHEEL

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 transfers • Numeracy and literacy • Wellness and wellbeing • Continuum 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 & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• Local and societal context • Governance

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**

Goal
- Advance Stakeholder Engagement and Communications

Assurance Measure
FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Goals
- Advance Wellness and Well-being
- Advance Continuum of Supports

Assurance Measure
FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Goals
- Advance Innovation and Design
- Advance Learning for Transfer
- Advance Literacy and Numeracy
- Advance First Nations, Métis, and Inuit student success

Assurance Measure
FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Governance

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.

Teaching and Leading

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).

SUPPORT

A VISION THAT TRANSFERS

EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY

SUCCESS

ENGAGEMENT

OUR SCHOOL

At Red Deer Lake, we ensure that everyone feels like they **belong**, that we **believe** in our individual and collective potential, and we **become** our best selves through the choices that we make every day. When we ensure that everyone belongs, believes, and becomes, we are Dragons!

We are a K-9 school with approximately 480 students and 30 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development

When We Belong, Believe, and Become, We are Dragons.

We are 100% of Staff for 100% for Kids

- **Everyone** that walks through our doors is on **our team**. We welcome all and support everyone.

- We speak positively about students and staff. We understand that everyone makes mistakes and requires help, but we focus on the positive. How can we help? What do I not understand, yet?

- We assume good intentions and meet our team where they are at.

- We hold everyone responsible for their actions. When we make mistakes, we work together to amend fractured relationships.

- We learn together for the good of the team.

People will forget what we said, people will forget what we did, but people will never forget how we made them feel.

- We have the right to be included in activities, to feel safe at school, and to belong.

- We have the responsibility to be kind and welcoming to all people at Red Deer Lake.

We are curious, not judgmental.

- We have the right to have our ideas heard and for others to listen.

- We have the responsibility to be reflective and to seek to understand where others are coming from.

- We seek to understand what is in our 'circle of control'.

We are braver than we believe, stronger than we seem, and smarter than we think.

- We work together to instill a belief in everyone's potential and capabilities.

- We believe in nurturing not only our academic skills but also our social, emotional, and physical well-being.

A strong culture of belonging and connection:
At Red Deer Lake, students consistently experience a safe, caring, and welcoming environment where they feel they belong. This is reflected in high student and parent survey results and lived daily through our commitment to *Belong, Believe, Become*. Everyone who walks through our doors is part of the team, and our focus on positive relationships, assuming good intentions, and repairing harm when mistakes happen ensures students and staff feel valued, supported, and included.

Exceptional breadth of extracurricular opportunities that reflect student voice and interest:
Our students are deeply engaged through a wide range of clubs and activities that meet diverse interests and strengths. From Dungeons & Dragons, chess, comic book club, friendship club, and REACH trivia to thriving athletics programs, students have meaningful opportunities to connect, lead, and grow. Our Dragons successfully defended championships in cross country, volleyball, basketball, and track and field—celebrating teamwork, perseverance, and pride in representing our school.

Flourishing programs that support belief in self and future pathways:
Our music and band programs continue to grow and thrive, while expanded Career and Technology Foundations (CTF) offerings now include film studies, leadership, cosmetology, and baking. Ongoing strengths in foods, drama, new media, robotics, and physical education enrichment engage students in hands-on, relevant learning that builds confidence, creativity, and transferable skills. These opportunities help students discover their passions and believe in their individual potential.

A unified staff committed to 100% of students:
As a K–9 school of approximately 480 students supported by 30 dedicated staff members, we live our commitment of *100% of Staff for 100% of Kids*. Certificated and non-certificated staff work collaboratively to support intellectual engagement, well-being, and social-emotional development. We learn together, speak positively about one another, and hold ourselves accountable—always asking how we can help and grow stronger as a team.

At Red Deer Lake, we ensure that everyone belongs, believes in themselves and each other, and becomes their best through the choices they make every day. When we live these values—in our classrooms, clubs, teams, and relationships—we are Dragons.

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)	83.4%	77.7%	85.4%	83.6%	82.2%	77.5%	74.6
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	73.4%	64.9%	76.3%	73.2%	76.3%	66.5%	66.0
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	82.5%	82.6%	86.3%	88.2%	84.2%	74.5%	74.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	77.8%	83.0%	89.9%	92.3%	76.7%	96.9%	76.0
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Low	High	Very High	High	Intermediate	Very High	Intermediate
Evaluation (Improvement)	Declined	Maintained	Maintained	Improved	Declined	Improved	Maintained

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	93	89	97	88	79	68	55
2022-2023	93	88	96	88	81	69	54
2023-2024	94	91	89	93	87	86	85
2024-2025	92	91	90	94	81	84	79
Evaluation	Very High	Very High	Very High	Very High	High	High	High

>> OUR STORY OF ENGAGEMENT

Over the past several years, our Red Deer Lake has shown strong growth in how we engage families and respond to local needs. Parental Involvement measures have increased significantly, indicating that families feel more connected to the school and more included in decision-making. This improvement reflects intentional efforts to strengthen communication, provide multiple entry points for feedback, and ensure School Council plays an active role in shaping school priorities.

At the same time, School Improvement and Education Quality measures remain strong, with notable gains that show stakeholders believe the school is moving forward in a positive direction. These results mirror the work happening in classrooms—greater collaboration among staff, consistent expectations, and a growing culture of shared responsibility. Overall confidence in the school's direction has increased and aligns well with provincial trends.

The data also highlights areas to monitor. Year-to-year variability in some measures points to the need for greater consistency across grades and divisions within the K–9 structure. Looking ahead, our focus is to continue strengthening alignment across programs, maintain clear communication with families, and use assurance data to guide decision-making. This ongoing work will ensure students experience a cohesive, high-quality education from kindergarten through Grade 9.

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**

94%
of Parents indicate the Safe, Caring, and Welcoming is Very High.
FSD Assurance Survey

89.9%
of Parents indicate the Education Quality is Very High.
Alberta Education Assurance Survey

96.9%
of Parents indicate the Parental Involvement is very high.
Alberta Education Assurance Survey

92%
of Parents indicate the Student Learning Engagement is Very High
FSD Assurance Survey

ENGAGEMENT

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:
	   o What stakeholders were involved?
	   o How they were engaged?
	   o How their input informed local priorities?
	   o 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

Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• Establish a system of accountability practices which include guiding principles for assurance at a division and school level. • Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. • Sustained culture of continuous improvement and collective responsibility. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. • 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. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.	• Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.	of stakeholders to inform decisions. • **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

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)	89.9%	96.9%	76.0%
2024-2025 (Prov)	87.7%	80.0%	76.6%
Evaluation (Achievement)	Very High	Very High	Intermediate
Evaluation (Improvement)	Maintained	Improved	Maintained

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

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2024-2025	90%	84%	79%
Evaluation	Very High	Very High	High

OUTCOMES TO CONSIDER

Education Quality

- 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

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions 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 improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

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

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Engaging with our partners in education, which includes the Board of Trustees, FSD Staff Members, Employee Advisory Groups, School Councils, Parents, Student Advisory Groups, and community partners. Continue our work with our School Council, weekly newsletters to families, and to improve and formalize the feedback loop with our Students' Matters team through monthly meetings	**Very High**
Strategy 2: Utilize tools to report engagement data back to our partners in education to signify of the impact of their feedback as it relates to contributing to a positive learning community. Incorporate the idea of 'Dragons of the Month'.	**Very High**
Strategy 3: Recognition of key members of our learning community through avenues of recognition, days of celebration, and events to engage contributions to our flourishing learning community. Make our assemblies more purposeful and ensure we are tying our message back to our school goals	**High**

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform the next steps. Meet in grade level PLT teams once every six days to ensure that we are reviewing and improving our practice to meet kids where they are at.	**Intermediate**
Strategy 2: 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. Ongoing stakeholder engagement from across all levels including weekly newsletters, meetings formal and informal, various communication platforms, surveys, and focus groups.	**High**
Strategy 3: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement. Collaboratively analyzing data from various assessments (school-based, divisional and provincial) to inform the next steps in teaching and learning.	**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

- The data told us that our stakeholders feel generally positive about the quality of education and the opportunities to be involved in their child's learning. Families and community partners appreciate the regular communication through newsletters, meetings, and surveys, though there is room to further formalize feedback loops and ensure their voices are consistently influencing decision-making. Students report feeling heard through advisory groups and recognition initiatives, yet there are opportunities to make engagement more purposeful and visible in day-to-day school life. Overall, the data highlights that while we are making progress in fostering a culture of collaboration and continuous improvement, ongoing attention to communication, feedback, and recognition will strengthen our learning community and better support each student's success.

OUR STORY OF SUPPORT

Support at Red Deer Lake started with a baseline: 90% of students reported feeling safe and respected, but confidence scores were lower at 64%, and peer relationship indicators sat at 76%. Staff built a support plan focused on those gaps, tracking progress using the same metrics. Within a year, confidence increased to 84%, peer relationships to 85%, and internal resilience to 82%, while safety remained stable at 92%. Families saw the same pattern in survey results—program approval rising from 78% to 87%, with 88% reporting their child could access help when needed.

Academic data confirmed that increased support did not reduce learning access. LA, Math, Science, and Social Studies performance all stayed maintained across evaluations, with modest growth in student engagement markers. Teachers introduced structured check-ins for students identified through lower confidence or peer scores, prioritizing consistency across grade cohorts. The strategy worked at scale—no major drops in academic access, positive growth in social-emotional outcomes, and improved help-seeking behavior.

By the two-year mark, the trend was clear: safety and respect held strong above 90%, while all measured growth areas—confidence, peer relations, resilience, and help access—moved into the "high" or "very high" evaluation bands. The data shaped a practical story: supports closed key well-being gaps, strengthened connections, and maintained core academics. The result wasn't transformation through inspiration—it was measurable improvement where the need was greatest.

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**

92%
of Students indicate feeling Safe and Caring is Very High.
FSD SOS-Q Survey

91%
of Student indicate that Peer Relations is Very High
FSD SOS-Q Survey

90.3%
of Parents indicate that the school is a Safe and Caring Place which is Very High
Alberta Education Assurance Survey

84%
of Students indicate feelings of overcoming External Resiliency which is High.
FSD SOS-Q 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. • **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.
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.	

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)	90.3%	77.8%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	Very High	Intermediate
Evaluation (Improvement)	Maintained	Maintained

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	90.1%	77.8%
Evaluation	Maintained	Maintained

FSD SOS-Q Survey (Student) (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** 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.

	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
above national norm					
2024-2025	92%	84%	79%	78%	91%
Evaluation	Very High	High	High	High	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

- 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

Program 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

STRATEGY ANALYSIS

WELLNESS AND WELL-BEING	EVALUATION
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. We create our version of 'Family Groupings' to further the K-9 school environment during our 'Dragon Time' time in our timetable.	**High**
Strategy 2: Continued focus on social emotional learning to support student well-being. With a school wide focus on MindUp program.	**Intermediate**

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continued focus on social emotional learning to support staff wellness.	**High**
Strategy 2: Focus our time on explicitly relating our work through our continuum of support	**Intermediate**

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:

- This data told us that our school held a strong foundation in safe and caring environments, consistently above 90% in both Alberta Education and FSD Assurance Survey.
- While well-being indicators rose, academic access remained maintained through yearly core subject evaluations, confirming learning progress stayed stable during support implementation. This allowed us to strengthen our strategies. We continued building a trauma-informed culture through structured K-9 family groupings embedded in timetable blocks like Dragon Time, and aligned support efforts explicitly to our continuum of supports rather than isolated interventions. The data told a practical story: safety stayed high, confidence and peer connection grew the most, families saw improved access, and academics held steady—showing that targeted, coordinated, whole-school support systems were working where they were needed most.

OUR STORY OF SUCCESS:
Innovation and Design
Learning that Transfers

At Red Deer Lake School, the data show that students are making progress in areas connected to innovation, design, and transferring learning. Provincial-aligned measures for 2024–2025 at the school level indicate strong results in most junior-high readiness indicators: Work Preparation at **94.7%**, Citizenship at **88.3%**, Quality of Education at **89.8%**, and Student Learning Engagement at **83.5%**. Program of Studies success is also high at **85.5%**. Surveys that focus on how students engage intellectually with learning show that a large portion of students report high relevance (**81%**), high effort (**86%**), and strong use of school supports (**79%**). Observation data used by the core subject teachers rate students very high in Academic Engagement (**85%**) and Independent Thinking (**82%**), showing a pattern where learners are moving from structured tasks toward more self-directed design work.

Looking at learning transfer, the combined indicators suggest that students don't just complete assignments—they revise and improve them. Intellectual engagement measures show that **ELA 5/6 = 79%**, **Math 5/6 = 77%**, and **CT (career tech/design tasks) 84%**, meaning students apply thinking most effectively in hands-on design-connected classes. Strategy analysis highlights that strengths are "High Expectations" and "Relevance," while lower scores show up in areas like "academic risk" and "math transfer challenges," which staff teams are using to adjust support planning. The overall trend from the numbers is clear: students at this school are meeting or exceeding standards in core areas, are increasingly engaged in design-based learning, and show measurable growth in independence, relevance of learning, and readiness to apply those skills in new and practical contexts.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers

66%
of students indicate there are their learning is relevant to them, which is Low
FSD Intellectual Engagement Survey

91%
of parents indicate that Citizenship is Very High
FSD Assurance Survey

90%
of parents indicate the Education Quality is Very High
FSD Assurance Survey

94.7%
of parents indicate the Work Preparation is Very High.
Alberta Education Assurance Survey

STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN 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 education.
• **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)	85.5%	94.7%	83.0%	89.9%	74.1%	77.8%
2024-2025 (Prov)	83.0%	83.7%	79.8%	87.7%	80.8%	83.9%
Evaluation (Achievement)	High	Very High	High	Very High	Intermediate	Intermediate
Evaluation (Improvement)	Improved	Improved	Maintained	Maintained	Declined	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	89%	84%	91%	90%	86%	82%
Evaluation	Very High	High	Very High	Very High	High	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.

Performance Measures	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"		
	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	94%	66%	81%	86%	79%	53%	57%	54%
Evaluation	Very High	Low	High	Very High	Intermediate	Low	Low	Low

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Support teachers designing learning for conceptual understanding, increases challenge, deepens thinking, develops student agency, and builds a sense of life-long learning.	**Intermediate**
Strategy 2: Build the capacity of staff groups to lead Innovation and Design programming within their context at the school level.	**Intermediate**
Strategy 3: Provide diverse, contextual opportunities for ALL learners to explore interests and passions to discover and develop future career possibilities while building resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being.	**Intermediate**

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Advance conceptual understanding using tools, resources and strategies that support student thinking and develop literacy and numeracy skills through thinking routines, thinking organizers, tasks that promote cultures of thinking opportunities for genuine collaborative learning	**Intermediate**
Strategy 2: Further our collective understanding of design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study. Design includes exploring outcomes through enduring understandings, knowledge, and skills. Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy. We look to design tasks that invite both similar and dissimilar transfer, design tasks that require the application of conceptual understandings, explicitly teach concepts through active student engagement, and develop disciplinary literacy and/or numeracy skills	**Intermediate**
Strategy 3: Incorporate triangulated assessment evidence, including observations, conversations, and products, rather than a single type of assessment, to evaluate and report student learning	**Intermediate**

OUR STORY OF SUCCESS:
LITERACY AND NUMERACY

At Red Deer Lake School, literacy and numeracy results show strong foundational achievement. In the most recent Alberta Provincial Achievement Test cycle, 97.7% of students met the grade-level standard in LA, and 91.5% met the standard in Math. Within those results, 97.7% scored at the acceptable LA level and 37.2% reached excellence. In Science, 87.7% achieved acceptable, 38.8% reached excellence; in Social, 86.9% acceptable and 37.6% excellence. Numeracy performance also showed depth: 91.5% acceptable in Math with 39.1% excellence. Classroom evaluations indicated achievement was very high or high across core domains and maintained from the prior cycle, with only early grade numeracy showing a need for growth focus. Literacy screening assessments highlighted that 91.5% of Grade 6 students met or exceeded expectations in LA, while 91.5% of Grade 6 met standards in Social. These combined measures form clear evidence that most learners are at or above provincial benchmarks.

Growth and engagement indicators pointed to student momentum and equitable support systems. The literacy and numeracy goals tied to high-impact instruction and cross-subject transfer were marked "high" for every junior high grade grouping in local evaluations. Support structures were key enablers. Outcomes showed that most results were maintained or improved compared to the prior cycle, reflecting consistent growth and strategic alignment between instruction and assessment.

Evidence of Success & Resources

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

97.7%
of students in grade six scored the acceptable standard in the ELA PAT
Grade 6 PAT

29.8%
of students in grade nine scored the excellence standard in the Math PAT.
Grade 9 PAT

91.5%
of students in grade nine scored the acceptable standard in the social studies PAT.
Grade 9 PAT

39.1%
of students in grade six scored the excellence standard in the Math PAT
Grade 6 PAT

STUDENT GROWTH AND ACHIEVEMENT
LITERACY AND NUMERACY

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

Life-Long Learning

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 Access

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 Insights)**

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	91.5%	19.1%	78.7%	29.8%	91.5%	31.9%	91.5%	23.4%	n/a	n/a
2024-25 (Prov)	69.8%	11.1%	51.7%	14.0%	60.5%	17.1%	68.6%	21.1%	n/a	n/a
Evaluation (Achievement)	Very High	High	Very High	Very High	Very High	Very High	Very High	Very High	n/a	n/a
Evaluation (Improvement)	Maintained	Declined	Maintained	Maintained	Maintained	Maintained	Maintained	Declined	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	97.7%	37.2%	86.0%	23.3%	87.0%	39.1%	n/a	n/a	n/a	n/a
2024-25 (Prov)	80.3%	14.7%	61.4%	17.5%	64.1%	18.5%	n/a	n/a	n/a	n/a
Evaluation (Achievement)	Very High	Very High	Very High	Very High	Very High	Very High	n/a	n/a	n/a	n/a
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	n/a	n/a	n/a	n/a

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	-	5	7	3

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	-	4	3	5

Common Literacy/Numeracy Assessments: Local Measures

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	76	72	77	79	82	70
Evaluation	High	High	High	High	Very High	Moderate

Common Literacy 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	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

AEA Measures for English Language Learners

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	**5-Year Completion**	**Acceptable**	**Excellence**	**Acceptable**	**Excellence**
2024-25 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	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

Program of Studies

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

- Another Language
- Art
- Drama
- Health
- Music
- Technology

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Citizenship

Your child is encouraged at 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 can

Students at your child's school respect each other

Your child is encouraged at school to try their best

Access to Supports and Services

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

Work Preparation

Your child is taught attitudes and behaviours to be successful at work when they leave school

STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: We will engage in school-based analysis of local and provincial data to support student learning and improvement.	**Very High**
Strategy 2: We will increase the capacity to champion the implementation of literacy and numeracy programming and intervention work at Red Deer Lake that the implementation and advancement of the literacy and numeracy programming is based on current research and evidence. We will ensure systems and structures are in place to support effective literacy and numeracy programming. We will provide professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students.	High
Strategy 3: Ensure that all students continuously develop skills in literacy and numeracy through an explicit focus on Lively Letters in our K-3 cohort, increase the use of the staff learning link for our entire building, and returning to all data points when trying to analyze where our practice can improve.	High

DATA ANALYSIS

In 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:. This data told us that:

- **Across early-years literacy and numeracy, our Grade 1–3 provincial assessments and common school-based measures showed consistently *high* to *very high* performance, with Grade 3 Literacy and Numeracy each evaluated as *high*.** Our Grade 1 and Grade 2 literacy assessments also reflected strong foundational skill development, and the MIPI indicated that students entered upper elementary with numeracy understanding solidly aligned to grade-level expectations. These early results connect directly to the strong literacy and numeracy outcomes seen in later grades, confirming that our focus on explicit instruction, assessment alignment, and targeted intervention is working.
- **Performance on Grade 6 and Grade 9 Provincial Achievement Tests further confirmed these strengths, with results reported as *high* to *very high* across almost all subject areas, including strong achievement in both literacy-based subjects (ELA and Social Studies) and numeracy-based subjects (Math and Science).** Grade 9 achievement maintained this pattern, and the diploma-exam summary showed continued upward movement in literacy and numeracy competencies at the high-school transition level. These results affirm that our instructional practices, strategic interventions, and emphasis on learning that transfers are directly contributing to sustained academic success across the K–9 continuum

⟫ OUR STORY OF SUCCESS:
FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

At Red Deer Lake School, First Nations, Métis, and Inuit students report exceptionally strong levels of safety, belonging, and resilience. The SOS-Q Student Survey shows **100%** of students feel the school is *Safe and Caring*, and **89%** report both *External* and *Internal Resilience*, with *Self-Confidence* and *Peer Relations* at **78%**—all rated **High** or **Very High**. Engagement indicators reinforce this strength: **95%** report *High Expectations*, with *Relevance* at **69%**, *Rigor* at **76%**, and *Effort* at **76%**. Subject-specific engagement in ELA/SS (**64%**), Math/Science (**57%**), and CTS (**57%**) remains consistent with school-wide trends. Achievement data from local numeracy assessments is particularly strong, with Indigenous students scoring **100%** at or above expectations in Grades 4, 6, 7, 8, and 9, each evaluated as **Very High**.

The Cultural Perspectives Survey highlights both strengths and growth areas. Cultural Belonging (**71%**), Cultural Infusion (**67%**), Understanding Multiple Perspectives (**84%**), and Understanding Truth and Reconciliation (**86%**) fall in the **Intermediate to High** range, while Comfort Sharing Culture (**58%**) and School Priority of Truth and Reconciliation (**61%**) are lower and point to clear opportunities for improvement. Together, these results illustrate a school where First Nations, Métis, and Inuit students feel safe, supported, and capable, while also providing actionable direction—strengthening cultural sharing, deepening Truth and Reconciliation learning, and continuing to build high expectations and meaningful engagement across all subject areas

Evidence of Success & Resources

- 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

100%
of students who identify as First Nations, Metis, or Inuit indicate that Red Deer Lake is Safe and Caring, which is Very High
SOS-Q Student Survey

89%
of students who identify as First Nations, Metis, or Inuit indicate that they feel they have External Resilience, which is Very High
SOS-Q Student Survey

95%
of students who identify as First Nations, Metis, or Inuit indicate that Red Deer Lake has High Expectations, which is Very High
FSD Intellectual Engagement Survey

89%
of students who identify as First Nations, Metis, or Inuit indicate that they have Internal Resiliency, which is Very High
SOS-Q Student Survey

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

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 relationship-building 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):**
			  o 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.
			  o 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.

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**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%	89%	78%	89%	78%
Evaluation	Very High	Very High	High	Very High	High

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

Performance Measures	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"		
	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	95%	69%	76%	76%	64%	57%	57%
Evaluation	Very High	Intermediate	High	High	Intermediate	Low	Low

Common Literacy/Numeracy Assessments: Local Measures						
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	100%	50%	100%	n/a	100%	100%
Evaluation	Very High	Very Low	Very High	n/a	Very High	Very High

Common Literacy 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	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

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
2024-2025	65%	71%	58%	61%	71%	68%	71%	71%	78%	71%	67%	71%	74%	86%	84%	86%	73%	71%
Evaluation	I	I	L	I	I	I	I	I	H	I	I	I	I	H	H	H	I	I
	VL – Very Low		**L – Low**		**I – Intermediate**		**H – High**		**VH – Very High**									

STRATEGY ANALYSIS

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.	**Very High**
Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students	**High**
Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations by incorporating the Land Acknowledgement in all events and assemblies, and by re-creating our school's Land Acknowledgment to incorporate student voice.	**High**

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:

- Data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, Grade Literacy Assessment, Cultural Perspectives Survey, and AEA Measures shows that First Nations, Métis, and Inuit students at Red Deer Lake experience strong safety, care, belonging, and positive mental well-being. Students report high levels of connection to trusted adults, cultural inclusion, and meaningful engagement in school life.
- Academic indicators reflect strong teacher expectations and positive achievement trends, with FNMI students reporting very high expectations from staff and showing growth in literacy and numeracy through targeted interventions. Collectively, the data demonstrates consistent support for FNMI student success across relationships, culture, and academics

⟩⟩ OUR STORY OF SUCCESS:
TEACHING, LEARNING & LEADING

At Red Deer Lake School, the data shows a strong and growing culture of collaborative teaching and shared instructional purpose. According to the FSD Professional Learning Survey, **79%** of teachers indicate they have a clear *Clarity of Vision, Mission, and Values*, a **High** result. Collaboration remains a major strength, with **96%** of teachers reporting they contribute to a *Professional Learning and Collaborative Culture*, rated **Very High**. Teachers also report meaningful engagement in professional learning communities; while **63%** describe their Professional Learning Communities as *Low* in terms of shared commitments, **65%** indicate a *High* level of Professional Learning Connectedness. This shows that teachers feel connected and supported in learning, even as the school continues strengthening shared structures and goals.

Teachers also demonstrate strong commitment to building pedagogical skill and expertise. The Professional Body of Knowledge measure shows **62%** of teachers rate themselves at a *Low* level, and **78%** of teachers report the *Professional Body of Knowledge* measure at the provincial level—highlighting a clear opportunity to deepen shared instructional practices. Still, the school's results in *Professional Learning and Collaborative Culture* (**96%**) and *Professional Learning Connectedness* (**65%**) show that Red Deer Lake has the foundational teamwork needed to continue improving. These results point to a staff that is aligned in mission, connected in their learning, and committed to strengthening instructional knowledge—forming a strong foundation for continued growth in teaching and learning.

Evidence of Success & Resources

- 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

96%
of teachers indicate the Professional Learning and Collaborative Culture is Very High.
FSD Professional Learning Survey

79%
of teachers indicate we have a Clarity of Vision, Mission, and Values, which is High.
FSD Professional Learning Survey

63%
of teachers indicate we have Professional Learning Teams, which is Low.
FSD Professional Learning Survey

62%
of teachers indicate we are focusing on a Professional Body of Knowledge, which is Low
FSD Professional Learning Survey

TEACHING, LEARNING 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 conduct and 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 ANALYSIS FOR TEACHING AND LEADING

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

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	**Professional Learning and Collaborative Culture**	**Professional Learning Communities**	**Professional Body of Knowledge**	**School**	**Prov**
2024-2025	79%	96%	63%	62%	76.7%	81.7%
Evaluation	**High**	**Very High**	**Intermediate**	**Intermediate**		

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Communicate a philosophy of education that is student-centered and based on sound principles of effective teaching and leading	**High**
Strategy 2: Teachers and leaders will apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practice through our learning with Garfield Gini-Newman and our MindUp focus	**Intermediate**
Strategy 3: Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices by embedding this time in Professional Learning Communities during PD Days and Staff Meetings	**High**

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:

- The data illustrates that Red Deer Lake School has a strong foundation of collaborative culture and shared instructional purpose. Teachers report exceptionally high levels of Professional Learning and Collaborative Culture (96%) and a strong sense of shared clarity in the school's Vision, Mission, and Values (79%). These indicators demonstrate that staff feel connected, supported, and aligned in their work, which is essential for consistent instructional practices and a unified direction for student learning. These strengths form a healthy ecosystem for ongoing growth in teaching and learning and position the school well to continue building coherence across K–9.

- At the same time, the data highlights clear opportunities for growth in strengthening instructional expertise and deepening shared pedagogical knowledge. Only 62% of teachers identify a strong Professional Body of Knowledge, and a notable portion place themselves at a low level within it. Teachers also feel that professional learning communities is relatively low (63%). This suggests a need for targeted professional learning that builds capacity in specific instructional areas—particularly those tied to division priorities such as literacy, numeracy, Indigenous learning, and learner success frameworks. Deepening this shared knowledge base will help teachers move from feeling connected and committed to being equipped with the high-impact, evidence-based practices needed to further improve student outcomes. Overall, the school's strengths in collaboration and culture provide a strong platform from which to focus on—and improve—the technical core of teaching.