

SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
<p>MEASURES AND TARGETS: PROVINCIAL & LOCAL</p> <ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> 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. 		
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2021-2022	100	100	100	100	100
2022-2023	100	100	100	100	100
2023-2024	75	75	75	100	75
2024-2025	67	67	67	67	67
Evaluation	Low	Low	Low	Low	Low

Common Numeracy Assessment: First Nations, Métis, and Inuit Students Grade 4-9 EICS Numeracy Assessment

Grade	4	5	6
2021-2024	n/a	n/a	n/a
2024-2025	100	50	n/a
Evaluation	Very High	Low	n/a

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2021-2022	96%	99%	98%	100%	82%	94%	75%
2022-2023	100%	85%	80%	80%	90%	80%	80%
2023-2024	100%	75%	83%	80%	50%	60%	60%
2024-2025	93%	80%	90%	80%	70%	70%	60%
Evaluation	Very High	High	Very High	High	Intermediate	Intermediate	Low

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
2021-2022 Baseline																		
2022-2023	73%	80%	70%	80%	67%	60%	81%	80%	82%	80%	67%	40%	79%	60%	80%	60%	88%	100%
2023-2024	68%	40%	66%	60%	61%	80%	76%	80%	76%	80%	77%	100%	73%	60%	77%	80%	78%	80%
2024-2025	75%	60%	57%	40%	49%	40%	70%	80%	84%	60%	77%	100%	65%	40%	76%	80%	77%	80%
Evaluation	Intermediate	Low	Intermediate	Very Low	Very Low	Very Low	Intermediate	High	High	Low	Intermediate	Very High	Intermediate	Very Low	Intermediate	High	Intermediate	High
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Students who identify as First Nations, Metis, or Inuit report that their school prioritizes Truth and Reconciliation.
- Students who identify as First Nations, Metis, or Inuit report in the Intellectual Engagement Survey that High Expectations, Rigor, Relevance and Effort are High or Very High.
- Students who identify as First Nations, Metis, or Inuit report that Cultural Infusion Across All Subject Areas is Very High
- Students who identify as First Nations, Metis, or Inuit rate their understanding of Truth and Reconciliation as being Very High
- 80% of students who identify as First Nations, Metis, or Inuit report that teachers share Indigenous perspectives

Areas for Growth

- Students who lose track of time because of being engaged in the learning is at an Intermediate or low level for our students who identify as First Nations, Metis, Inuit.
- Engagement in CTS/CTF is at 60% which means there is room for growth.

Next Steps

- Ongoing learning that promotes and supports acquiring and applying foundational knowledge
- Maintain partnership with CIM, Oilfields, Chief Jacob Bearspaw, Stony Nakoda and FSD to optimize learning success.
- Respectfully read the TVS land acknowledgment (student daily announcements, school council meetings, and special events)
- With the support of Charity Tegler, who will work with us during Professional Learning Days at Turner Valley school, we will challenge stereotypes and misconceptions regarding First Nations, Métis, and Inuit
- Access and share The Truth & Reconciliation for Learner Success Toolkit “Resources” page to enhance student learning Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Participate in yearly Powwow in Eden Valley Support the implementation of Truth and Reconciliation Commission recommendations.
- Continue merging the Calls to Action with The Seven Grandfather Teachings to increase self-awareness and the actions needed within our community to continue our journey of reconciliation.
- Make learning visible by using the bulletin board in the hall displaying student commitments to reconciliation.
- Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture

