

# Cayley School Annual Education Results Report 2022-23

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

[School Education Plan 2021-2024 \(year 3\)](#)

[School Website](#)

## School Land Acknowledgement

In the spirit of reconciliation, the students and staff of Cayley School acknowledge, understand and respect that our school is located on the traditional territories of the Blackfoot and the people of treaty 7 region in Southern Alberta, which includes the Siksika, Pikani, the Kainai, the Tsuut'ina and the Stoney First Nations, including Chiniki, Bearspaw and Wesley First Nation 1. This region is also home to the Metis Nation of Alberta, Region III.

## Vision

Engagement, Support and Success for each learner.

## Mission

Each learner entrusted to our care, has unique gifts and abilities.  
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

## Priorities

**Engagement:** Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

**Success:** Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

## Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

## » THE FUTURE-FOCUSED MODEL FOR LEARNING

### AGENCY

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

### CONNECTION

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

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

### PROBLEM-SOLVING LONGEVITY

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

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

## Our Goals and Strategies

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> 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.</p>	<p><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>	<p style="text-align: center;"><b>FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</b></p>	<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## About Our School

*Cayley School is a rural K-8 school located at the southern end of Foothills School Division. It has an annual student population that has fluctuated between 100 to 140 students in recent years. The school has a staff that consists of one administrator, five teachers, a regional middle school band teacher, a part time family school liaison counsellor, a learning commons facilitator, learning coach and three educational assistants.*

*We are also comprised of three Colony Schools: Cayley Colony, MacMillan Colony and High River Colony. Our Colony schools have three lead teachers, 1 teacher and one support staff. The colony schools together have a current student population of 59 students enrolled in grades K-12.*

## School Highlights and Celebrations

Cayley School is a student-centered school which places a focus on meeting the individual needs of each learner. The students and staff of Cayley School are highly connected to their local community and there is a focus on developing students who care about and make meaningful contributions to their local community and beyond. A school wide focus is placed on the development of literacy skills for each of their students. Staff meet each student where they are at with their reading skills and aim to progress using universal classroom instruction, small group reading interventions and one on one support when required.

Some highlights of the Cayley School experience include the following:

### **Speciality Curricular, Co-Curricular and Extra Curricular Programming for K-8 Students:**

- Grade K-8 Literacy Interventions
- K-8 Weekly Makerspace and Library Time
- Grade 6-8 Extra Curricular Cobra Athletics Program
- Participation in Grade 5-8 Regional Band Program
- Music Program K-4 with Music Specialist Teacher
  - Co-Curricular Fiddle and Ukulele Clubs
- Grade 5-8 Cobra Committee Leadership Team
- Four grade eight student reps for the Foothills School Division Students' Matter Committee
  - K-8 Co-curricular Art Club
  - 4-8 Rocky Mountain Book Club
- Grade 5-8 CTF Program and Collaboration with Blackie School and Highwood High
  - K-8 access to School Nutrition Program
  - School Hot Lunch Programming
  - Spring Barn Dance & Clinics

### Highlights of the School Year:

Communications with our school community included a weekly update from the school administration which provided families with information about school priorities, school information, and a look at the week ahead. We had many positive comments from parents about the increased regularity of our communications and how effective it was to find all information in one space. Teachers also committed to sending email updates to their families at regular intervals (usually weekly or bi-weekly) as well as keep their virtual platforms for student learning up to date and accessible to all. We also continued to grow in our digital spaces and share our learning journey on our Cayley School Instagram account and school council pages to increase opportunities for families to engage with us.

One of the defining pieces of Cayley School is its strong connection to the community in Cayley and globally. Giving back to and learning about our community through empathy projects had to look different this year, due to covid-19 restrictions, but we were able to continue to make an impact and increase our awareness and understanding of the world. This year our students participate in Terry Fox Run, Orange Shirt Day, Operation Christmas Child, Food Bank Drive, Pink Shirt Day, Hats on for Mental Health and Cayley Community Caroling to name a few.

Cayley School has a strong literacy program and interventions in place to support student success. Each year staff review grade level data and level A assessments to identify literacy gaps. Students are assessed and monitored as they make progress each year, and if more support is needed, students may join a Levelled Literacy Intervention (LLI) group with our learning coach and educational assistants to supply more targeted reading instruction. Classrooms are using reading and early literacy programming such as: McCracken Spelling, Words their Way, Secret Stories, Lively Letters and Fountas and Pinnell to support their classroom reading programs. This past year, students at risk were able to have additional literacy supports through Alberta Education Covid Disruption Funding. This took place in addition to our regular morning intervention program.

We also embarked on a partnership with [Boys and Girls Club of Foothills](#) to create [BGC Cayley Out of School Care and Preschool Program](#). Through this partnership, we were able to create a licencing agreement which allows us to provide Before and After School Care, Preschool and KinderCare. For this school year we have 3 BGC staff members, and our Fall Enrollment levels were:

<b>Enrolment</b>	<b>Before and After School Care</b>	<b>Preschool</b>	<b>Kinder Care</b>
Fall 2022	13	1	1

### Trends and Challenges

One of the main challenges for Cayley School remains the decline in student population and the lack of early learning programming available in the Cayley Community. We are noticing that there are increasing opportunities in nearby communities that draw Cayley Students to other nearby schools. A future consideration for Cayley School needs to be building programming that allows Cayley School to be the destination of choice in our area.

Partnership with Foothills Boys and Girls Club has allowed for us to being to advertise for early learning programming such as preschool and kinder care programs that build students social emotional skills, and allow for early socialization, exposure to school environment and access to library, kitchen, gym,

and playground at an earlier age. In the upcoming school year, we will continue to advertise for these programs in our area, as well as discuss opportunities for future supports such as early learning screening and interventions and summer programming possibilities for the community of Cayley.

Another challenge for Cayley School is the lack of integrated AHS and Mental Health supports in the community of Cayley. We currently have access to Speech Language Pathologist, Occupational Therapist and Physical Therapist through Renfrew Education Services in Calgary. We also have access to a Family School Liaison Counsellor (FSLC) one day per week. We are noticing that there is an increase in need for both AHS time with our therapists to meet the demand we are experiencing. Cayley does not have any other mental health supports in the community besides our current FSLC time and the need to support families and students is increasing. This has become a growing concern, which we are exploring partnership and supports for.

## Alberta Education Assurance Measures Report Summary

Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Cayley School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.3	89.7	89.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.4	91.6	91.3	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	83.3	n/a	n/a	87.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	14.6	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	19.2	n/a	n/a	n/a	n/a
	Education Quality	90.5	95.7	94.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	95.0	95.0	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.8	88.0	88.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.3	84.2	88.1	79.1	78.8	80.3	Very High	Maintained	Excellent

## Measure Evaluation

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

### Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

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

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

## Engagement

### *Our Story of Engagement*

*Cayley school is a safe, caring and welcoming school for all stakeholders; we are a community pillar and as such strive to build strong relationships with families. One way we do so is through engagement. Family engagement increases when learner engagement is high, timely communication with stakeholders is occurring and families are feeling that their voices are being heard. Cayley families can expect to hear regularly on student progress through student support meetings, Individual Learner Profiles, Learner Profiles and Conferences and accessing student Edsebli accounts. In addition, teachers communicate with classrooms on a weekly/ bi-weekly basis via email. Families can follow along with the school learning journey for the year via our Cayley School Weekly Updates, School Council Facebook group, and our Cayley School Instagram account. Families and community members are welcome to join our Cayley School Council monthly meetings where they can further engage in our learning journey, participate in enhancing school learning through volunteer opportunities and advocacy and advise administration and school staff on a variety of topics each month. Additionally, many of our school events are open to our families; some are more formal such as our Remembrance Day Assembly, while others such as are pancake breakfast are a more informal relationship building time.*

*Community engagement is important to staff and students at Cayley School. We seek to integrate students into the Cayley and Foothills community in a variety of ways. Cayley students regularly participate in Community Walk-about, Cayley School Halloween Parade, community empathy projects such as: Christmas Food Hampers etc.*

*For further information on ENGAGEMENT follow links to:*

[Cayley School Council Website Page](#)

*Cayley School Council Facebook Page- @CayleySchoolCouncil*

[Cayley School Instagram Account](#)

[Cayley School Twitter Account](#)

[Community Engagement](#)  
[Engagement Opportunities](#)  
[Get Involved](#)



[Advocacy](#)  
[Foothills Flourishing Community Award](#)  
[FSD News](#)  
[FSD Footnotes](#)  
[School Council Presentations](#)

**Stakeholder Engagement Results Analysis**

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications</b>            Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> <li>● engagement, support, and success for each learner.</li> <li>● governance aligns with and is responsive to the needs and expectations of the learning community.</li> <li>● stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.</li> <li>● communication provides assurance.</li> <li>● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> <li>● Measures indicate that parents are involved in school and system decision making processes.</li> <li>● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.</li> </ul>

**Measures and Targets**

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

**Provincial**

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

**Local**

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
  - What stakeholders were involved?
  - How were they engaged?
  - How results and related information were shared?
  - What actions were taken based on input provided?

- How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

## Evidence and Key Insights

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

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	78	87.4	75	89.7	79	88.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	2,273	83.9	2,562	82.6	2,577	81.0	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	10	93.3	12	100.0	15	97.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	342	85.2	286	82.7	408	81.0	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	60	68.9	57	69.1	57	67.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,645	69.8	1,925	69.6	1,842	67.8	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	8	100.0	6	100.0	7	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	286	96.7	351	95.4	327	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Student Engagement:</b> <ul style="list-style-type: none"> <li>● Rocky Mountain Book Awards for students in grades 4-6</li> <li>● Elementary Fiddle Program for students in grades 4-6</li> <li>● Regional Band for students in grades 5-8 in collaboration with Blackie School and Highwood School</li> <li>● Opportunities for co-curricular music including Band at Lunch, Fiddle Club and Ukulele Club</li> <li>● Students Matter for students in grades 5-8</li> <li>● Cobra Committee for students in grades 4-8</li> <li>● Pre-recorded Morning Announcements each morning for Cayley Cobra students and staff</li> <li>● Extra-Curricular Athletic Opportunities for students in grades 5-8</li> <li>● Elective opportunities for middle school students</li> <li>● Monthly Cobra club days, a cross-graded opportunity to build community</li> </ul>	<b>Good</b>
<b>Staff Engagement:</b> <ul style="list-style-type: none"> <li>● Staff Professional Learning Days with embedded time for PLT groups to meet</li> <li>● Monthly Staff meetings for administrative topics, professional learning and school organization</li> <li>● Weekly briefings to stay up to date on local happenings</li> </ul>	<b>Excellent</b>
<b>Parent Engagement:</b> <ul style="list-style-type: none"> <li>● School Council &amp; Fundraising Society monthly meetings</li> </ul>	<b>Excellent</b>

<ul style="list-style-type: none"> <li>• FSD parent learning sessions as part of school council meetings</li> <li>• Cayley School Council Facebook Page</li> <li>• Cayley School Instagram Account to share our learning story</li> <li>• Parent volunteerism in the school (extra-curricular coaching, reading support, field trip chaperones etc.)</li> </ul>	
<p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>• Ongoing relationship with Oddfellows service club, the local Cayley Community Club and the Cayley Recreation Board</li> <li>• Reaching out to service and community groups to assist with playground and Gaga Ball pit projects when it benefits both school and community</li> <li>• School based activities, opportunities for students to interact and contribute to the Cayley Community (Walk abouts in P.E., community clean-up, community caroling, Halloween parade, shoveling for those in need etc.)</li> </ul>	<p><b>Good</b></p>
<p><b>Communications:</b></p> <ul style="list-style-type: none"> <li>• Weekly Update communication with school families</li> <li>• Monthly calendars being shared with school community</li> <li>• Sharing our learning journey virtually through pictures in weekly update, and regular social media posts</li> <li>• Meet the teacher, parent-teacher interviews and other parent engagement nights</li> </ul>	<p><b>Good</b></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Establishing regular and predictable communications to our school community about student learning</li> <li>• Parents reporting very high levels of parent engagement (improved by 7%)</li> <li>• Staff reporting that students are experiencing high levels of student engagement</li> <li>• Parents and staff reporting high levels of satisfaction with literacy and numeracy skills learned in school</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• Continue to improve student engagement at Cayley School</li> <li>• Finding ways for students to actively engage and find value in their learning by connecting it to the real world</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Further development of Cayley School Website, to increase information for parents and showcase our programming</li> <li>• Offering school council parent engagement sessions for parent learning (parent chosen topics)</li> <li>• Partnership with Blackie School and Highwood High School to offer unique programming for students and learning opportunities for CTF and band</li> <li>• Expand Cobra Committee to students from grades 4-8 in conjunction with Students' Matter group to offer increased opportunities for student voice</li> <li>• Re-establish multi-grade Cobra Families to continue to foster positive sense of school community and belonging</li> </ul>	



## Continuous Improvement Results Analysis

<b>Goal</b>	<b>Outcomes</b>	<b>Indicators</b>
<p><i>Desired Result</i></p> <p><b>Advance evidence-based continuous improvement and assurance</b></p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Collaborative relationships with stakeholders.</li> <li>• Meaningfully involved education partners and stakeholders.</li> <li>• Sustained culture of continuous improvement and collective responsibility.</li> <li>• The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>• Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> <li>• A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p><i>Indicators of achieving outcomes</i></p> <p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> <li>• The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>• FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</li> <li>• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> </ul>

### Measures and Targets

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

#### Provincial

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

#### Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	93.9%	92.1%	92.0
2020-2021	92.4%	90.1%	81.8
2021-2022	95.7%	84.2%	83.6%
2022-2023	90.5%	89.3%	87.2%
Evaluation	Very High	Very High	Very High

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	98%	91%	100%	92%	97%	74%
2022-2023	90%	89%	98%	88%	89%	77%
Evaluation	Excellent	Excellent	Excellent	Good	Good	Acceptable

<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Exploration of CTF outcomes and teacher professional development in this area</p>	<p style="text-align: center;"><b>Good</b></p>
<p><b>Strategy 2:</b> Continue to find ways to engage parents and stakeholders in meaningful opportunities to contribute to their child’s education (ex. Volunteer program, school council, fundraising society, social media sharing)</p>	<p style="text-align: center;"><b>Good</b></p>
<p><b>Strategy 3:</b></p>	

**Areas of Strength:**

- Cayley School maintains higher satisfaction from parents, staff and students than the provincial averages in all areas of the Assurance Survey (see above)
- Cayley School maintains high levels of satisfaction with the quality of education that their children are receiving

**Areas for Growth:**

- Decrease in percentage of parents satisfied with parental involvement in decisions about their child's education.

**Next Steps:**

- Through weekly updates, providing parents with information regarding school initiatives
- Weekly updates acting as a place to open a dialogue with parents about their children’s schooling
- Providing opportunities for feedback and participation in school programs and initiatives when appropriate
- Volunteer Program to support with literacy and numeracy in the classroom, as well as Hot Lunch Program
- Making connections with our community to explore different careers and skill sets to support CTF Programming (ex. Hunters Education, Trades, Skills Exploration Day etc.)

# Support

## Our Story of Support

*At Cayley School, students find themselves in an environment that feels very much like a family. Most students who start school at Cayley go through nine years together with the same classmates. In addition, every teacher knows every student in the school. At Cayley school, there are many opportunities to learn and grow from and with each other. Students are often in multi-aged learning environments and collaboration between classes and grades occurs daily. The teachers at Cayley school use the data they collect on student learning throughout the year, to design learning to meet the universal, individual, and targeted needs of each student. Cayley school is a collaboration environment that includes staff, parents, and the child as a learning team for each child. Cayley school uses a “Continuum of Supports” model to provide each child with a plan that suits their unique learning needs.*

*To ensure our students have success, Cayley School staff recognize that wellness and mental health supports are imperative. Cayley School ensures that all students have access to daily physical education and wellness opportunities. Staff strive to also find unique programs and opportunities to support students*

to incorporate health and wellness into their curriculum. Through supporting mental health initiatives, weekly FSLC support, AHS partnerships for healthy living programs and sharing resources with families to support student learning and success. Our school also offers a healthy snack program. Each day, all students have access to healthy snack options provided through our Nutrition Grant and organized by parent and staff volunteers.

Cayley School is a safe, caring, and welcoming learning environment that values the diversity among our students and strives to have all students experience success in learning. The staff at Cayley School work hard to ensure that all students are supported with their learning goals and educational needs, and we take a team approach to planning for student success. As a result, students know and understand that no matter what the circumstance or the situation, **“Cayley Cobras are empowered learners, respectful citizens and competent individuals”** (Cayley Cobra Creed)

[Policy 14: A Place for All](#)  
[Safe Positive Schools](#)  
[FSD Resilience](#)  
[Inclusive Learning](#)  
[Student Learning](#)  
[Indigenous Learning](#)  
[Student Supports](#)  
[Supports for Families](#)  
[Community Supports](#)

**Learning Supports Results Analysis**

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>● Learners are active, healthy, and well.</li> <li>● Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>● Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>● Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are adapted as necessary to meet learner needs,</li> </ul>	<ul style="list-style-type: none"> <li>● Improved wellness and well-being in students and staff.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Improved understanding of an inclusive education system.</li> <li>● Improved collaboration with education partners to support learning.</li> <li>● Improved wrap around services and supports enhances conditions required for optimal learning and wellness.</li> </ul>

	<p>emphasizing a sense of belonging and high expectations for all.</p> <ul style="list-style-type: none"> <li>• Learners access a continuum of supports to be successful.</li> <li>• Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.</li> <li>• Learners build resilience and positive mental health skills.</li> <li>• Students’ Matters and Staff Advisory take action to support wellness and well-being system wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuum of supports enriches learning and meets the need of students, families, staff, and communities.</li> </ul>
<p align="center"><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• A robust continuum of supports ensures student success.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> <li>• Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>• Learners access continuum of supports.</li> <li>• Wrap around services and supports enhance conditions required for optimal learning and student well-being.</li> </ul>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Continuum of Supports is visible and accessible.</li> <li>• Collaboration with education partners to support student learning and well-being.</li> </ul>
<p align="center"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		



**Provincial**

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

**Local**

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	93.8%	n/a
2020-2021	90.8%	88.8%
2021-2022	96%	88%
2022-2023	87.4%	84.8%
Evaluation	High	n/a

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

**above national norm**

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	60% (71.5%)	57% (62%)	49% (50%)	63% (56.5%)	57% (59%)
2020-2021	79% (87.5%)	74% (76.5%)	39% (55%)	71% (64.5%)	<b>68% (65.5%)</b>
2021-2022	68% (74.5%)	68% (69.5%)	50% (62.5%)	73% (51%)	62% (55%)
2022-2023	82%	84.5%	78%	77.5%	92.5%
Evaluation	High	High	Acceptable	Acceptable	Very High

<b>Strategies: Advance Wellness and Well-being</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Advance wellness initiatives such as Mental Health, Wellness and Physical Education Opportunities across grade levels	Good
<b>Strategy 2:</b> Re-imagine Cayley Cobra Committee and Cobra families in multi-aged settings	Good
<b>Strategy 3:</b> Alignment between Students' Matter Learning and Cayley Cobra Committee Planning	Good

**Areas of Strength:**

- Student levels of internal resilience have improved over the past 3 years
- Alberta Education Assurance Survey indicates strong access to student supports and services at Cayley School

**Areas for Growth:**

- Continue to grow and learn about how to strengthen internal resilience and promote students making healthy choices
- Increase opportunities for student voice

**Next Steps:**

- One on one follow up for clarification on SOSQ responses - (What is going well, what can we improve, how can we support students better)
- Create opportunities for health and wellness programming across grade levels, targeting areas such as inclusion, mental health & wellness
- Creation of Cobra Families K-8 and opportunities for school community involvement
- Increasing student voice and ownership in program planning through Students Matter and Cobra Committee
- School wide recognition for positive choices and contributing to a safe, caring and welcoming school environment

<b>Strategies: Advance Continuum of Supports</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Collaboration between Learning Coach, classroom teacher and educational assistants to ensure student goals are being	Excellent

met in a timely manner.	
<b>Strategy 2:</b> Literacy Interventions (LLI) available for identified students K-8 each morning	Excellent
<b>Strategy 3:</b>	

**Areas of Strength:**

- Teacher communication with families on an ongoing basis
- All classrooms taking part in Literacy Screening and Fountas and Pinnell Benchmarking to name student needs early in school year
- Established Levelled Literacy Intervention Programming led by Learning Coach

**Areas for Growth:**

- Supports for students struggling in numeracy
- Consistency with communication of student learning across grade levels with shift in learner profile and conference schedule

**Next Steps:**

- Create Cayley School Communication Plan to ensure regular and prompt information about student progress is consistent for every student
- Revisiting the Cayley Cobra Creed to redefine and support Cayley School as a safe, caring and welcoming school environment.
- Creation of Cayley School Continuum of Supports for Students in Literacy and Numeracy

## Success

### Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy and Mathematics](#)

### Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>

<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> <li>• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learning that transfers.</li> <li>• Culture of innovation and design.</li> <li>• Learners are innovative and creative.</li> <li>• Learners demonstrate the <a href="#">competencies</a> to prepare them for their future.</li> <li>• Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.</li> <li>• Learners are agents of their own learning.</li> <li>• Learners demonstrate design thinking.</li> <li>• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Collaboration with community, industry, and education partners to support student success.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> </ul>
<p style="text-align: center;"><b>Goal 2</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance learning for transfer</b></p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum.</li> <li>• Learners form conceptual understandings.</li> <li>• Learners are agents of their learning.</li> <li>• Learners are allowed to live with complex problems over time.</li> <li>• Deep transferable learning.</li> <li>• Learners will have high quality learning experiences.</li> <li>• Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>• Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> <li>• Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</li> </ul>

## Measures and Targets

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

### Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

### Local

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

## Evidence and Key Insights

### Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	85.6%	97.1%	91%	93.9%	73.2%	n/a
2020-21	80%	90%	88.3%	92.4%	75.6%	87.4%
2021-22	80.8%	75%	91.6%	95.7%	77.8%	89.7%
2022-2023	80%	82.1%	79.4%	90.5%	92.1%	88.3%
Evaluation	Good	Good	Issue	Good	Excellent	n/a

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020-2021	89%	72%	78%	94%	82%	68%	75%
2021-2022	92%	72%	84%	87%	44%	64%	62%
2022-2023	92%	79%	69%	82%	88%	48.5%	70%
Evaluation	Excellent	Acceptable	Issue	Good	Good	Issue	Acceptable

**Strategies: Advance Innovation and Design**

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

**Evaluation**

*Impact of strategies implemented*

**Strategy 1:** Teachers using concept based planning methods, creating a culture of thinking in their classrooms

Good

**Strategy 2:** Teachers differentiating instruction and expectations for students

Good

**Strategy 3:** Teachers working on CTF and Makerspace Programming to incorporate thinking routines, real world applications and connects to future career opportunities

Good

**Areas of Strength:**

- Students reporting that Cayley School staff have high expectations for their students
- Students reporting acceptable levels of effort relevance, rigor and effort overall
- Weekly time for each grade level in CTF and/or Makerspace in the Learning Commons

**Areas for Growth:**

- Making connections between curricular outcomes and real-world relevance or application in Social Studies and English Language arts
- Increasing opportunities for student engagement across grade levels and subjects

**Next Steps:**

- Create CTF Model for Grades 5-8 Students
- Exploring opportunities to collaborate and make learning engaging for all students with new curriculum in mind

<p align="center"><b>Strategies: Advance Learning for Transfer</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Teachers continue to engage in and build their knowledge through Professional development (personal, in school and divisionally) that supports “Learning For Transfer”</p>	<p align="center"><b>Good</b></p>
<p><b>Strategy 2:</b> Students in Grades 5-8 creating own My Blueprint portfolios to showcase their learning and their reflections on their work and future career possibilities during CTF</p>	<p align="center"><b>Acceptable</b></p>
<p><b>Strategy 3:</b> School based professional development through creation of Professional Learning Teams and embedded time for sharing and learning from each other</p>	<p align="center"><b>Acceptable</b></p>

**Areas of Strength:**

- Growth plans created by each teacher to address an area of focus
- Teacher professional learning with My Blueprint and incorporating into our curricular areas such as CTF, Health
- CPIP Grant will allow for support for collaboration with Blackie, Highwood and Cayley School

**Areas for Growth:**

- Strengthen process and incorporate more sharing and professional development into regular staff meetings
- Opportunities for exploration of new curriculum

**Next Steps:**

- Continued use of and creation of Portfolios in all classrooms to highlight student work
- Create Cayley School CTF Program (design and structure/timetable) for upcoming years

<p align="center"><b>Goal 3</b></p> <p align="center"><i>Desired Result</i></p>	<p align="center"><b>Outcomes</b></p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center"><b>Indicators</b></p> <p align="center"><i>Indicators of achieving outcomes</i></p>
<p><b>Advance First Nations, Métis, and Inuit student success</b> Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to</p>	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful.</li> <li>• Engagement of First Nations, Métis and Inuit families in education and active participation in</li> </ul>	<ul style="list-style-type: none"> <li>• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success.</li> </ul>

<p>increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>decision making to support student success and truth and reconciliation.</p> <ul style="list-style-type: none"> <li>• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>• Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (<a href="#">Alberta Education Ministerial Order on Student Learning, p.2</a>).</li> <li>• Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success.</li> <li>• The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.</li> </ul>	<ul style="list-style-type: none"> <li>• All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</li> <li>• Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>• Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>• Learners share positive experiences and conditions for success.</li> <li>• Learners experience respectful and reciprocal relationships with their school community.</li> </ul>
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners are literate and numerate.</li> <li>• Learners have literacy and numeracy competency to engage in learning across content areas.</li> <li>• Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>• Balanced literacy and numeracy programming advanced student growth and achievement.</li> <li>• Learners have high quality learning experiences in literacy and numeracy.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Deep transferable learning.</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.</li> <li>• Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> </ul>

**Measures and Targets**

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



**Provincial**

- **Learning Outcomes (PAT & Diploma):**

- Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

**Local**

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**

**Advance Literacy and Numeracy**

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

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)**

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2021-2022</b>	100%	16.7%	66.7%	8.3%	91.7%	25%	75%	8.3%	n/a	n/a
<b>2022-2023</b>	n/a	n/a	n/a	n/a	76%	12%	72%	4%	n/a	n/a

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	n/a	n/a	n/a
2020-2021	1%	62%	72%
2021-2022	49%	79%	76%
2022-2023	60	76	72
Evaluation	Issue	Good	Good

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	n/a	n/a	n/a	n/a
2020-2021	65%	64%	73%	86%
2021-2022	66%	75%	75%	86%
2022-2023	63%	77%	75%	74%
Evaluation	Issue	Acceptable	Acceptable	Acceptable

<b>Strategies: Advance Literacy and Numeracy</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Daily Literacy interventions (LLI) for students at risk	Excellent
<b>Strategy 2:</b> Building educational assistant capacity and understanding in literacy and numeracy through professional development and time with learning coach to learn intervention strategies in both literacy and numeracy	Acceptable
<b>Strategy 3:</b> Build Professional Learning Teams (PLT) structure (1 per month) for all teachers to participate in literacy and numeracy	Acceptable

Professional development throughout the year

**Areas of Strength:**

- Provincial Achievement Tests indicating students are meeting acceptable standards in both ELA (100%) and Social Studies (91.7%)
- Grade assessment indicating that Vocabulary and Comprehension skills are improving (over 75% of students meeting expectations for grade)
- MIPI results in each area either improved or stayed consistent with past years

**Areas for Growth:**

- Provincial Achievement Tests indicating students are struggling more with Science and Math (less than 75% meeting acceptable standard)
- Grade assessments indicating that students are struggling with listening component of this assessment (but have improved from last year)
- MIPI Number sense is an area of focus for improvements (Covid disruptions in learning were found, learning gaps still needing to be addressed)

**Next Steps:**

- Continue with LLI structure for literacy instruction and support in small groups
- Support educational assistants with learning in both literacy and numeracy interventions and working with learning coach to effectively implement
- Build regular PLT structure into our monthly meetings, working with Learning Services team to enhance PD and PLT learning time

**Evidence and Key Insights**  
**Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success**

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

**Cultural Perspectives Survey**

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2021-2022 Baseline</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>2022-2023</b>	65%	75%	48%	75%	63%	100%	76%	50%	81%	75%	63%	100%	81%	100%	77%	100%	78%	100%
<b>Evaluation</b>	Issue	Acceptable	Issue	Acceptable	Issue	Excellent	Acceptable	Issue	Good	Acceptable	Issue	Excellent	Good	Excellent	Acceptable	Excellent	Acceptable	Excellent

<b>Strategies: Advance First Nations, Métis, and Inuit student success</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Focusing on developing school community (staff, students, and families) foundational knowledge and understanding of First Nations, Metis and Inuit culture through professional learning, PLT groups and school wide learning opportunities	Good
<b>Strategy 2:</b> Increase the number and quality of books that support Indigenous Perspectives	Excellent
<b>Strategy 3:</b> Making connections with FSD Indigenous Learning Director and Lead Teacher sharing at Professional Learning Days	Acceptable

**Areas of Strength:**

- Increasing resources in Learning Commons to support building our foundational knowledge about Indigenous Perspectives, and students accessing these resources to learn
- Promoting Canadian Resources to learn about the land and history and inclusivity through programs like Rocky Mountain Book Awards

**Areas for Growth:**

- Making our learning visible to our school community
- Staff are indicating Indigenous learning opportunities as an area of growth and learning for themselves

**Next Steps:**

- Incorporating more opportunities for school wide learning
- Incorporating more diverse perspectives into our classroom and school (read aloud, novel studies, classroom libraries, discussion topics, learning commons, school wide presentations and programming)

## Teaching, Learning and Leadership Results Analysis

<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.	<ul style="list-style-type: none"> <li>• Increased success and engagement for all learners.</li> <li>• Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>• Professional learning is aligned to standards of professional conduct and standards of professional practice.</li> <li>• Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.</li> <li>• Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.</li> <li>• Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> <li>• Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.</li> <li>• Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

- Provincial**
- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- Local**
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
  - **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

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

<p><b>FSD Professional Learning Survey:</b> This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.</p>						
<p><b>Performance Measures</b></p>	<p><b>Shared Vision, Mission &amp; Values</b></p>	<p><b>Collaborative Culture</b></p>	<p><b>Collective Inquiry and Reflective Practice</b></p>	<p><b>Commitment to Continuous Improvement</b></p>	<p><b>Results &amp; Action Oriented</b></p>	<p><b>In-service jurisdiction needs (AEAR)</b></p>

<b>2019-2020</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2020-2021</b>	98%	81%	83%	88%	77%	+++
<b>2021-2022</b>	88%	97%	86%	81%	95%	n/a
<b>2022-2023</b>	100%	90%	78%	81%	70%	95.2%
<b>Evaluation</b>	<b>Excellent</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Excellent</b>

<b>Strategies: Advance excellence in teaching, learning, and leading</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Re-examining our Shared, Mission and Values to include voice from staff, students, and community about the future of Cayley School	<b>Good</b>
<b>Strategy 2:</b> Creation of Professional Growth Plans and Professional Learning Team with goals of FSD and Cayley School to inform our actions	<b>Excellent</b>
<b>Strategy 3:</b> Structures in place for staff sharing of learning through regular staff meetings, PLT time and divisional lead teacher groups	<b>Good</b>

**Areas of Strength:**

- Solid foundation with Cayley school vision, mission and values has been created over the years
- Staff enjoy working together and feel a powerful sense of professional responsibility to continue to learn and grow as professionals

**Areas for Growth:**

- Commitment to continuous improvement, as staff and administration have experienced changeover over the last few years, there is a sense that we can recommit to this
- Need to revisit structures in place to support staff learning at the school level (time and resources are a factor with small schools)

**Next Steps:**

- Re-evaluate and re-imagine the Cayley Cobra Creed, including voice from all stakeholders
- Build structures for sharing of practice and opportunities for collaboration into staff meetings and local professional learning days
- Continue to seek opportunities where we can share and learn from each other in order to grow in our practice