Year 3 - Cayley School Annual Education Results Report 2023-24

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

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

School Land Acknowledgement

In the spirit of reconciliation, 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 Accountability and Assurance

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

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

Our Story of Learning

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

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

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

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

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

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

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

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Goal: Advance Stakeholder Engagement and Communications **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		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

About Our School

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; our current population is approximately 100 students. The school has a staff that consists of one administrator, five full-time teachers, a regional middle school band teacher, a part time family school liaison counsellor, a learning commons facilitator and four 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 part-time educational assistant. The colony schools together have a current student population of 58 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-6 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 7-8 Cobra Student Matters team
- 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. 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. Community outreach will always be a significant part of Cayley School.

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.

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.

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. With future projections also suggesting a moderate student population decline, it has limited the amount of unique programming that we can offer as a school.

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 and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	93%	Very High
Citizenship	93%	Very High
Education Quality	90%	Very High
Lifelong Learning	60%	Low
Parental Involvement	78%	Intermediate
Program Access	79%	Intermediate
Program of Studies	81%	High
Program of Studies/At risk students	85%	High
Safe and Caring Schools	89%	High
School Improvement	74%	Intermediate
Student Learning Engagement	92%	Very High
Welcoming Caring Responsive Student Learning Environment	92%	Very High
Work Preparation	79%	Intermediate

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	90.6	n/a
Citizenship	77.6	High
Education Quality	90.1	Very High
Lifelong Learning	90.6	Very High

Parental Involvement	88.5	Very High
Program Access	80.9	High
Program of Studies	79.7	High
Program of Studies/At risk students	92.6	Very High
Safe and Caring Schools	84.3	Intermediate
School Improvement	78.6	High
Student Learning Engagement	84.9	n/a
Welcoming Caring Responsive Student Learning Environment	80.3	n/a
Work Preparation	95	Very High

Measure Evaluation

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

Goal Achievement Measure

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

Engagement

Our Story of Engagement

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 Edsembli 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. In many ways, we cater our family events to the profile of the community; for example, our annual barn dance engages both our school community and our community at large in an authentic way.

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-abouts, Cayley School Halloween Parade, community empathy projects such as: Christmas Food Hampers etc. We also welcome our family into the building to tap into their expertise (e.g.- fiddling clinics, Cobra Club support, CTF building days where our parents support student building projects).

For further information on ENGAGEMENT follow links to:
Cayley School Council Website Page
Cayley School Council Facebook Page- @CayleySchoolCouncil
Cayley School Instagram Account

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**
- **Foothills Flourishing Community Award**
- **FSD Footnotes**
- **FSD Social Media**
- **FSD News**
- **Get Involved**
- **Governance**

Stakeholder Engagement Results Analysis

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

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

Measures and Targets

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

Provincial

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

Local

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

- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

	Cayley School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	78	87.4	75	89.7	79	88.3	66	84.9	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	10	93.3	12	100.0	15	97.8	10	90.0	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	60	68.9	57	69.1	57	67.0	50	64.7	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	8	100.0	6	100.0	7	100.0	6	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Student Engagement: • Elementary Fiddle Program for students in grades 4-6 • Regional Band for students in grades 5-8 in collaboration with Blackie School and Highwood School • Opportunities for co- curricular music including Band at Lunch, Fiddle Club and Ukulele Club • Students Matter for students in grades 7-8 • Cobra Clubs for students in grades K-8, a monthly cross-graded opportunity to build community • Extra-Curricular Athletic Opportunities in six sports for students in grades 5-8 • Elective opportunities for middle school students	**Good**
Staff Engagement: • Staff Professional Learning Days with embedded time for PLT groups to meet • Monthly Staff meetings for administrative topics, professional learning and school organization • Weekly briefings to stay up to date on local happenings	**Excellent**
Parent Engagement: • School Council & Fundraising Society monthly meetings • FSD parent learning sessions as part of school council meetings • Cayley School Council Facebook Page	**Excellent**

• Cayley School Instagram Account to share our learning story • Parent volunteerism in the school (extra-curricular coaching, reading support, field trip chaperones etc.)	
Community Engagement: • Ongoing relationship with Oddfellows service club, the local Cayley Community Club and the Cayley Recreation Board • Reaching out to service and community groups to assist with playground and Gaga Ball pit projects when it benefits both school and community • 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.)	**Good**
Communications: • Weekly Update communication with school families • Monthly calendars being shared with school community • Sharing our learning journey virtually through pictures in weekly update, and regular social media posts • Meet the teacher, parent-teacher interviews and other parent engagement nights	**Good**

Areas of Strength:
- Establishing regular and predictable communications to our school community about student learning
- Parents reporting very high levels of parent engagement
- Staff reporting that students are experiencing high levels of student engagement
- Parents and staff reporting high levels of satisfaction with literacy and numeracy skills learned in school

Areas for Growth:
- Continue to improve student engagement at Cayley School
- Finding ways for students to actively engage and find value in their learning by connecting it to the real world

Next Steps:
- Further development of Cayley School Website, to increase information for parents and showcase our programming
- Offering school council parent engagement sessions for parent learning (parent chosen topics)
- Partnership with Blackie School and Highwood High School to offer unique programming for students and learning opportunities for CTF and band
- Expand Cobra Committee to students from grades 4-8 in conjunction with Students' Matter group to offer increased opportunities for student voice

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance evidence-based continuous improvement and assurance	Assurance has been achieved through:	• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success
Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility	• curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • 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 • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we

		are fulfilling our responsibility for continuous improvement in student growth and achievement

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

Provincial

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

Local

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

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement

2020-2021	92.4%	90.1%	81.8
2021-2022	95.7%	84.2%	83.6%
2022-2023	90.5%	89.3%	87.2%
2023-2024	90.1%	88.5%	78.6%
Evaluation	**Very High**	**Very High**	**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
2020-2021	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%
2023-2024	91%	85%	88%	84%	86%	71%
Evaluation	**Excellent**	**Excellent**	**Excellent**	**Good**	**Good**	**Acceptable**

Strategies 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: Friday afternoon Cobra Clubs and broadening extra curricular activities to boost student engagement	**Good**
Strategy 2: 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) to boost parent engagement	**Good**
Strategy 3: Moving to a weekly update format of communication to families to boost family/community engagement	**Good**

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, and student learning engagement is very high.

Areas for Growth:
- Decrease in citizenship and educational quality

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

Learning Supports Results Analysis

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

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

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

Local

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

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	90.8%	88.8%
2021-2022	96%	88%
2022-2023	87.4%	84.8%
2023-2024	80.3%	90.6%
Evaluation	N/A	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**
2020-2021	79% (87.5%)	74% (76.5%)	39% (55%)	71% (64.5%)	**68% (65.5%)**
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%
2023-2024	75.5%	78.5%	69.5%	74.5%	82%
Evaluation	**Acceptable**	**Acceptable**	**Acceptable**	**Acceptable**	**High**

Strategies: Advance Wellness and Well-being *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: Advance wellness initiatives such as Mental Health, Wellness and Physical Education Opportunities across grade levels	**Good**
Strategy 2: Re-imagine Cayley Cobra Committee and Cobra families in multi-aged settings	**Good**
Strategy 3: 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 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

Strategies: Advance Continuum of Supports *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: Collaboration between Learning Coach, classroom teacher and educational assistants to ensure student goals are being met in a timely manner.	Excellent
Strategy 2: Literacy Interventions (LLI) available for identified students K-8 each morning	Excellent
Strategy 3:	

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

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

Student Growth and Achievement Results Analysis

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

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

Provincial
- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

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

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	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%
2023-2024	79.7%	95%	77.6%	90.1%	90.6%	84.9%
Evaluation	**Good**	**Excellent**	**Acceptable**	**Excellent**	**Excellent**	n/a

				Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"			
FSD Intellectual Engagement Survey: Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below | Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF	
2020-2021	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%	
2023-2024	94%	69%	80%	89%	48%	56%	73%	
Evaluation	Excellent	Issue	Good	Good	Issue	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

Strategies: Advance Learning for Transfer *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 continue to engage in and build their knowledge through Professional development (personal, in school and divisionally) that supports "Learning For Transfer"	**Good**
Strategy 2: 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	**Acceptable**
Strategy 3: School based professional development through creation of Professional Learning Teams and embedded time for sharing and learning from each other	**Acceptable**

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

| Goal 3
Desired Result
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. | Outcomes
Measurable statements of what FSD seeks to achieve
• First Nations, Métis and Inuit learners are successful | Indicators
Indicators of achieving outcomes
• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences
• learners apply knowledge, understanding and skills in real life contexts and situations |

	- strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success - learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	improved programs, services, and strategies for First Nations, Métis, and Inuit student success - all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools - FSD Truth and Reconciliation Toolkit supports improved Indigenous student success - First Nation, Metis and Inuit families that are actively involved in educational decisions - the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	**Outcomes** *Measurable statements of what FSD seeks to achieve* Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning*	**Indicators** *Indicators of achieving outcomes* - learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy - learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades - improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) - improvement in foundational numeracy and mathematical knowledge and skills for all students

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

Provincial

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

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

Provincial Learning Outcomes: 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
2021-2022	100%	16.7%	66.7%	8.3%	91.7%	25%	75%	8.3%	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a	76%	12%	72%	4%	n/a	n/a
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	**Listening**	**Vocabulary**	**Comprehension**
2020-2021	1%	62%	72%
2021-2022	49%	79%	76%
2022-2023	55%	73%	69%
2023-2024	62%	69%	58%
Evaluation	Acceptable	Acceptable	Issue

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

% of correct responses - First administered in September 2019			
Performance Measures	**Number**	**Patterns and Relations**	**Shape and Space**	**Statistics and Probability**

2020-2021	65%	64%	73%	86%
2021-2022	66%	75%	75%	86%
2022-2023	63%	77%	75%	74%
2023-2024 (Grade 8 only due to new curriculum)	58%	83%	61%	70%
Evaluation	**Issue**	High	Acceptable	Acceptable

Strategies: Advance Literacy and Numeracy *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: Daily Literacy interventions (LLI) for students at risk	Excellent
Strategy 2: 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
Strategy 3: Build Professional Learning Teams (PLT) structure (1 per month) for all teachers to participate in literacy and numeracy Professional development throughout the year	Acceptable

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

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	
% Students (4-12) Reporting Agree or Strongly Agree																		
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	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
2022-2023	65%	75%	48%	75%	63%	100%	76%	50%	81%	75%	63%	100%	81%	100%	77%	100%	78%	100%
2023-2024	52%	50%	50%	50%	48%	100%	58%	50%	67%	50%	54%	50%	77%	100%	71%	100%	71%	50%
Evaluation	Issue	Issue	Issue	Issue	Issue	Excellent	Issue	Issue	Acceotable	Issue	Issue	Issue	Good	Excellent	Good	Excellent	Good	Issue

Strategies: Advance First Nations, Métis, and Inuit student success *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: 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
Strategy 2: Increase the number and quality of books that support Indigenous Perspectives	Excellent
Strategy 3: 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 Candian 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

Goal 5 _Desired Result_	Outcomes _Measurable statements of what FSD seeks to achieve_	Indicators _Indicators of achieving outcomes_
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." _GOA, Ministry of Education – Business Plan 2020-23, p.56_	• 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 • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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

Provincial

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

Local

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

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2020-2021	98%	81%	83%	88%	77%	+++
2021-2022	88%	97%	86%	81%	95%	n/a
2022-2023	100%	90%	78%	81%	70%	95.2%
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	**Excellent**	Good	**Good**	Good	Good	***Excellent***

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	95%	98%	60%	83%
Evaluation	**Excellent**	**Excellent**	**Issue**	Good

Strategies: Advance excellence in teaching, learning, and leading *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: Re-examining our Shared, Mission and Values to include voice from staff, students, and community about the future of Cayley School	Good
Strategy 2: Creation of Professional Growth Plans and Professional Learning Team with goals of FSD and Cayley School to inform our actions	Excellent
Strategy 3: Structures in place for staff sharing of learning through regular staff meetings, PLT time and divisional lead teacher groups	Good

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