



# 2024 – 2025 Longview School ANNUAL EDUCATION RESULTS REPORT

Box 220, 101 Morrison Rd, Longview  
Alberta. T0L 1H0

[Longview@fsd38.ab.ca](mailto:Longview@fsd38.ab.ca)

<https://www.foothillsschooldivision.ca/longview>

[foothillsschooldivision.ca](https://www.foothillsschooldivision.ca)

# ANNUAL EDUCATION RESULTS REPORT 2024-2025

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

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2024-2029 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

## School Education Plan – Year 1

### LAND ACKNOWLEDGEMENT

*We acknowledge the land of Treaty 7 that Longview School is built on. We are grateful to live and learn in the beauty of the seasons, the rivers, the fields and the mountains. We are grateful for the food and the water that this land provides us. We are thankful for the fresh air that we breath, the sun that gives us light and the dark that gives us rest. We are also thankful for the animals that we share this land with, and what nature can teach us; be respectful of our surroundings for there is much that has been here long before us and much to come long after us. We are part of a community and we must take care of the land and all that is nurtured by it. We appreciate the generosity of the Stoney Nakoda for allowing us to live, learn and play on their land. We are thankful for our Eden Valley neighbors and for their willingness to build friendships and to share their culture with us.*



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

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



#### PURPOSE

Education at the centre of a flourishing community.



#### PRIORITIES

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



#### 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!

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

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

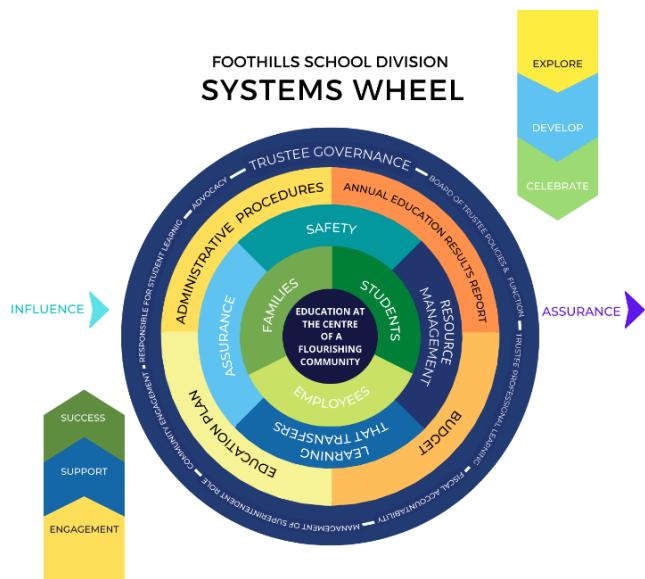
**Board Policy 01: Division Foundational Statements**

**Board Policy 14: A Place for All**



## SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

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



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

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

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

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our five-year fixed education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies

3 | SCHOOL ANNUAL EDUCATION RESULTS REPORT 2024-2025

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

## SCHOOL COUNCILS REGULATION

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

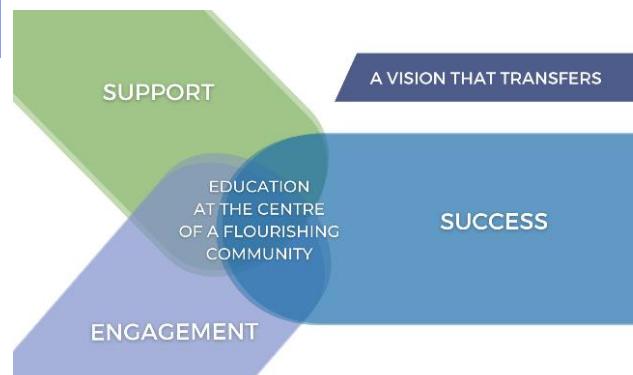


## ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> <li>Alberta's students are successful</li> <li>First Nations, Métis, and Inuit students in Alberta are successful</li> <li>Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</li> <li>Alberta's K-12 education system and workforce are well-managed</li> </ul>	<ul style="list-style-type: none"> <li>Learning that transfers</li> <li>Numeracy and literacy</li> <li>Wellness and wellbeing</li> <li>Continuum of supports</li> <li>First Nations, Métis, and Inuit student success</li> <li>Innovation and design</li> <li>Learning that transfers</li> <li>Excellence in teaching, learning, and leading</li> <li>Stakeholder engagement and communications</li> <li>Continuous improvement and assurance</li> </ul>	<ul style="list-style-type: none"> <li>Student growth &amp; achievement</li> <li>Learning support</li> <li>Student growth &amp; achievement</li> <li>Learning support</li> <li>Student growth &amp; achievement</li> <li>Teaching and leading</li> <li>Local and societal context</li> <li>Local and societal context</li> <li>Governance</li> </ul>



## OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p><b>Goal</b></p> <ul style="list-style-type: none"><li>Advance Stakeholder Engagement and Communications</li></ul> <p><b>Assurance Measure</b></p> <p>FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals</b></p> <ul style="list-style-type: none"><li>Advance Wellness and Well-being</li><li>Advance Continuum of Supports</li></ul> <p><b>Assurance Measure</b></p> <p>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></p> <ul style="list-style-type: none"><li>Advance Innovation and Design</li><li>Advance Learning for Transfer</li><li>Advance Literacy and Numeracy</li><li>Advance First Nations, Métis, and Inuit student success</li></ul> <p><b>Assurance Measure</b></p> <p>FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p><b>Governance</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"><li>Advance Continuous Improvement and Assurance</li></ul> <p><b>Assurance Measure</b></p> <p>FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.</p>	 <p>The diagram consists of three overlapping triangles forming a Venn diagram. The top triangle is green and labeled 'SUPPORT'. The bottom-left triangle is blue and labeled 'ENGAGEMENT'. The bottom-right triangle is blue and labeled 'SUCCESS'. In the center where all three triangles overlap, the text 'EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY' is written. Above the triangles, the text 'A VISION THAT TRANSFERS' is written.</p>	<p><b>Teaching and Leading</b></p> <p><b>Goal</b></p> <ul style="list-style-type: none"><li>Advance Excellence in teaching, learning and leading.</li></ul> <p><b>Assurance Measure</b></p> <p>FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).</p>





## OUR SCHOOL

Longview School is both special and unique in that it serves about 80 children from Kindergarten to Grade 6. With a rich, 60 year history in the Foothills, this rural school supports both the local children, as well as children from the neighboring community of Eden Valley. We have 4 classes, Kindergarten, grade 1- 2, 3-4 and 5-6 classes where our students learn and play together. We are an outdoor learning-focused school in which we bring our students out into the real world and apply nature and foundational knowledge to our everyday learning. We thrive on treating each other with kindness and extend that compassion to our friendship, our community and our neighbourhood. We provide exciting opportunities for children to participate in sports, see the world around them through field trips, we provide free breakfast every day and weekly free hot lunch. This is a place where children all belong!



## HIGHLIGHTS AND CELEBRATIONS

At Longview School, we prioritize the individual needs of each student, focusing on their social, emotional, and academic development every day. Our students feel safe and supported throughout their learning journey. We are pleased to report that attendance is steadily improving, thanks to the dedication of our families who recognize the importance of school for their child's overall development. Our school team is committed to creating a joyful and supportive environment for students, staff, and families. We celebrate academic achievements through the lens of transferable learning, integrating nature and the environment into daily activities, and continuously work to enhance each student's academic abilities. We provide athletic programs including triple ball, basketball, track and field, and badminton.

Longview School is a special place where children learn and grow together. Our school-based team meets regularly to refine strategies, set goals, and use data to identify areas for improvement, ensuring we meet each student's needs. We maintain regular and effective communication with our community, welcoming their unique perspectives and ideas. Our school's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle, which is integral to our accountability and assurance including:

- Developing/updating plans based on results, contextual information and provincial direction
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- Implementing research and practice-informed strategies to maintain or improve performance across domains.
- Monitoring implementation and adjusting efforts, as needed.
- Measuring, analyzing and reporting results as a shared leadership team
- Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- Communicating and engaging with stakeholders about school authority plans and results.





## EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	50	72.5	89.5	84	90	N/A	80
2021-2022 (Prov)	85.1	81.4	89	88.8	81.6		74.2
2022-2023 (School)	75	69.6	92.6	77.9	85.7	N/A	85.7
2022-2023 (Prov)	84.4	80.3	88.1	87.5	80.6		75.2
2023-2024 (School)	80.4	75	93.5	79.8	75.4	N/A	86.4
2023-2024 (Prov)	83.7	79.4	87.6	87.1	79.9		75.8
2024-2025 (School)	51.5	58.1	86.8	71.4	67.0	N/A	79.4
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
<b>Evaluation (Achievement)</b>	Very Low	Very Low	Very Low	Very Low	Very Low	n/a	High
<b>Evaluation (Improvement)</b>	Declined	Maintained	Maintained	Maintained	Declined	n/a	Maintained

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	100	100	100	100	92	75	50
2022-2023	88	81	94	89	81	84	77
2023-2024	89	87	93	95	80	88	94
2024-2025	85	90	89	94	79	62	82
<b>Evaluation</b>	High	Very High	Very High	Very High	High	Intermediate	High

## » OUR STORY OF ENGAGEMENT

At Longview School, we view ourselves as partners in education with our community and families. We maintain regular communication through email and social media to gather feedback and ensure we are responsive to community needs. We welcome community volunteers and collaborate with local members to provide volunteer and leadership opportunities for our students. Our school council, a dynamic group of parents, actively contributes to our education plan and collaborates to advance our educational goals. We reflect on our local data to continuously refine our structures and systems in order to effectively meet the needs of our community.



**93%**

of students, parents and staff indicate the Education Quality is excellent

Alberta Education Assurance Survey

**95%**

of parents indicate the Safe, Caring, and Welcome School index is excellent.

FSD Assurance Survey

**88%**

of parents indicate the parental involvement is very high.

FSD Assurance Survey

**89%**

of parent indicate that their children are engaged in their learning.

FSD Assurance Survey

### Engagement Opportunities & Resources

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

## ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p><b>Advance stakeholder engagement and communications</b></p> <p>Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.</p>	<ul style="list-style-type: none"> <li>Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: <ul style="list-style-type: none"> <li>What stakeholders were involved?</li> <li>How they were engaged?</li> <li>How their input informed local priorities?</li> <li>School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans.</li> </ul> </li> <li>Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>	<ul style="list-style-type: none"> <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> <li>Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Parent Involvement (AEAM):</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li><b>School Improvement (AEAM):</b> 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.</li> <li><b>Quality of Education (AEAM):</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li><b>Stakeholder Engagement:</b> Increase/maintain participation of stakeholders to inform decisions.</li> <li><b>FSD Assurance Survey:</b> Increase/maintain percentage of parents satisfied with Assurance Measures.</li> </ul>

<p><b>Advance evidence-based continuous improvement and assurance</b></p> <p>Learners will 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>Establish a system of accountability practices which include guiding principles for assurance at a division and school level.</li> <li>Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement.</li> <li>Sustained culture of continuous improvement and collective responsibility.</li> <li>A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.</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>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Governors in school authorities and in</li> </ul>	<ul style="list-style-type: none"> <li>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate).</li> <li>The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students.</li> <li>FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful.</li> <li>AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> <li>Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.</li> </ul>
--	---	---

	<p>government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.</p> <ul style="list-style-type: none"><li>• Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.</li></ul>		
--	--	--	--

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	86.8	N/A	79.4
2024-2025 (Prov)	87.7	80	76.6
Evaluation (Achievement)	Intermediate	N/A	High
Evaluation (Improvement)	Maintained	N/A	Maintained

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



Assurance Measures	Education Quality	Parental Involvement	School Improvement
2024-2025	89	62	82
Evaluation	Very High	Intermediate	High

## OUTCOMES TO CONSIDER

Education Quality	Parental Involvement	School Improvement
Your child clearly understands what they are expected to learn at school	To what extent are you involved in decisions about your child's overall education	
Your child finds schoolwork challenging	To what extent are you involved in decisions about your child's school	
Your child finds schoolwork interesting	Your input into decisions about your child's school is considered	
Your child is learning what they need to know	The opportunities to be involved in decisions about your child's overall education	
The quality of education your child is receiving at school	The opportunities to be involved in decisions about your child's school	Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

## STRATEGY ANALYSIS

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

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
<b>Strategy 1:</b> Evidence-informed decision-making: Ensure a continuous improvement cycle in which Longview staff are attentive to gathering ongoing, triangulated evidence to inform next steps. This cycle includes analyzing provincial and local data and refining our collaborative response model.	High
<b>Strategy 2:</b> Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change including school council meetings, parent surveys, family dinners, community events or newsletters.	High
<b>Strategy 3:</b> Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education by weekly emails, ongoing social media announcements and family celebrations.	High

## DATA ANALYSIS

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

- We are a collaborative school that works effectively with our community to advance our school goals
- We are a reflective school community that constantly analyzes data to inform our next steps, to refine our interventions and to guide our next steps.
- We are committed to bringing about positive change
- We are a growth-mindset school that is always working towards improvement.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
<b>Strategy 1:</b> Evidence-informed decision-making: Ensure a continuous improvement cycle by refining our instructional and assessment practices to meet the needs of our students by using our local and provincial data to inform our assessment practices and by ensuring differentiation practices allows all students to access learning and assessment.	High
<b>Strategy 2:</b> Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change by collaborating with parents around school-based goals and by collaborating with community to build community-minded students.	High
<b>Strategy 3:</b> Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement through regular, on-going reflection by using AEAM and FSD Assurance Survey data to inform our local actions.	High



## » OUR STORY OF SUPPORT

At Longview School, supporting students is at the heart of what we do. Creating safe, caring, and a welcoming school environment for all students, parents, and staff is our top priority. Our outdoor learning opportunities provide unique learning experiences for all students' year round. Teachers also use high yield teaching strategies such as teaching for Conceptual Understanding and the use of Visible Thinking Routines to help promote cross curricular learning and enriched learning experiences.

### Support Opportunities & Resources

- **Policy 14: A Place for All**
- **AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- **A Flourishing Community**
- **Celebrating our Flourishing Community**
- **Parent and Community Connect**
- **Inclusive Learning**
- **Student Learning**
- **Support for Parents**
- **Truth and Reconciliation for Learner Success Toolkit**



**93%**

**Of students/staff/parents indicate they feel Safe and Caring is Very High.**  
SOS-Q

**88%**

**of (students/parents/staff) indicate the Peer Relations is High.**  
SOS-Q

**85%**

**of (students/parents/staff) indicate the Internal Resilience is High.**  
SOS-Q

**79%**

**of (students/parents/staff) indicate that Access to Supports is High.**  
SOS-Q

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

GOALS	OUTCOMES	INDICATORS	MEASURES
<b>Advance wellness and well-being</b> Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	<ul style="list-style-type: none"> <li>• All stakeholders contribute to a welcoming, caring, respectful and safe school environment.</li> <li>• Wrap around services and supports enhance healthy school environments for student well-being and staff wellness.</li> <li>• Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience.</li> <li>• Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement.</li> <li>• Measures indicate that students and staff respect one another and take responsibility for their own actions.</li> <li>• Measures indicate that students and staff have choice and strive for excellence within a healthy school environment.</li> <li>• Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring (AEAM):</b> Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.</li> <li>• <b>Program Access (AEAM):</b> Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> </ul>
<b>Advance our Continuum of Supports</b> Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	<ul style="list-style-type: none"> <li>• A robust continuum of supports ensures student success.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</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.</li> <li>• Education partners fulfil their respective roles for a shared understanding of an inclusive education system.</li> <li>• All stakeholders work collaboratively to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning.</li> <li>• Continuum of Supports is visible and accessible.</li> <li>• Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students at Risk (AEAM):</b> Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.</li> <li>• <b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> </ul>

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025 (School)	77.4	67
2024-2025 (Prov)	87.3	80.1
Evaluation (Achievement)	Very Low	Very Low
Evaluation (Improvement)	Maintained	Declined

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025	93	79
Evaluation	Very High	High

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

above national norm					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	91	71	76	85	88
Evaluation	Very High	Maintained	Maintained	High	Very High

## OUTCOMES TO CONSIDER

### Access to Supports and Services

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

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

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

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

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

### Program of Studies: At-Risk Students

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

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

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

## STRATEGY ANALYSIS

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

WELLNESS AND WELL-BEING	EVALUATION
<b>Strategy 1: Healthy school culture: continuing to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity.</b>	High
<b>Strategy 2: Trauma-informed culture: continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments</b>	High
<b>Strategy 3: Social-Emotional Learning: Continued focus on social emotional learning to support student well-being,</b>	High

CONTINUUM OF SUPPORTS	EVALUATION
<b>Strategy 1: Continuum of supports: continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for student</b>	High
<b>Strategy 2: Collaboration and Communication: continued and enhanced parent communication to develop understanding of student areas for growth and supports available.</b>	High
<b>Strategy 3: Attendance: continued and enhanced collaboration with all stakeholders to address school avoidance and attendance concerns</b>	High

## OUTCOMES TO CONSIDER

### Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each other
- Students at your child's school respect each other
- Students treat each other well at your child's school
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from school
- Your child is treated fairly by adults at school at school

## DATA ANALYSIS

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

- High percentage of students, staff, and parents feel that Longview school creates a safe, caring, and welcoming school environment.
- High percentage of students, staff, and parents feel that Longview school has strong peer relationships amongst the student body.
- High percentage of students, staff, and parents feel that there is appropriate access to supports.

## » OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

At Longview School there is a strong focus on cross curricular learning that transfers across subjects and from textbooks to hands on learning. Longview School has a strong Maker Space program that allows students the opportunity to explore STEM activities individually and in groups. Giving students the opportunities to explore across curriculums and to do things hands on has lead to higher levels of learning for students at Longview School.

### Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



**86.8%**  
of  
(students/parents/staff)  
indicate the Quality of  
Education is maintained.  
Alberta Education Assurance Survey

**90%**  
of parents indicate the  
Citizenship is Very High.  
FSD Assurance Survey

**86%**  
of parents indicate the  
Program of Studies is  
High.  
FSD Assurance Survey

## STUDENT GROWTH AND ACHIEVEMENT

### INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
<b>Advance innovation and design</b>  Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	<ul style="list-style-type: none"> <li>Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.</li> <li>Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce.</li> <li>Provide career education programming that enables students to explore and experience various occupations.</li> <li>Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries.</li> <li>Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce.</li> <li>Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>Student experiences are designed for deep and transferrable learning.</li> <li>Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures.</li> <li>Learners demonstrate the <b>competencies</b> to prepare them for their future.</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>Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>FSD collaborates with community, industry, and education partners to support student success.</li> <li>Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships.</li> <li>Measures indicate that learners are intellectually engaged in their learning.</li> </ul>	<ul style="list-style-type: none"> <li><b>Student Learning Engagement (AEAM):</b> Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.</li> <li><b>Program of Studies (AEAM):</b> Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> <li><b>Work Preparation (AEAM):</b> 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.</li> <li><b>Citizenship (AEAM):</b> Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li><b>Overall Quality of Education (AEAM):</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li><b>Lifelong Learning (AEAM):</b> Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li><b>Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):</b> Growth and Improvement shown in each area.</li> <li><b>FSD Assurance Survey:</b> Increase/maintain percentage of</li> </ul>

<p><b>Advance learning for transfer</b></p> <ul style="list-style-type: none"> <li>Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will be able to explore and develop their skills and passions and achieve their highest potential through 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>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>Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Students demonstrate understanding and respect for the uniqueness of all learners.</li> <li>Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</li> <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 parents, teachers, and students see improved student learning engagement at school.</li> <li>Measures indicate that learners are intellectually engaged in subject area learning.</li> <li>Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning.</li> </ul>	<p>parents satisfied with Assurance Measures.</p> <ul style="list-style-type: none"> <li><b>Student Intellectual Engagement Survey:</b> 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).</li> </ul>
--	--	---	---

## RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

 [Previous Results \(4-Year Data Trends and Key Insights\)](#)

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	N/A	N/A	58.1	86.8	N/A	51.5
2024-2025 (Prov)	83	83.7	79.8	87.7	80.8	83.9
<b>Evaluation (Achievement)</b>	N/A	N/A	Very Low	Intermediate	N/A	Very Low
<b>Evaluation (Improvement)</b>	N/A	N/A	Maintained	Maintained	N/A	Declined

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	86	64	90	89	73	85
<b>Evaluation</b>	<b>High</b>	<b>Intermediate</b>	<b>Very High</b>	<b>Very High</b>	<b>Intermediate</b>	<b>High</b>

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

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	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	91	65	76	89	64	52	55	45
<b>Evaluation</b>	<b>Very High</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>High</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>Low</b>

## STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
<b>Strategy 1: Staff Capacity: advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL) to support Deep and Transferrable Learning through while exposing students to a greater breadth of possible career</b>	High
<b>Strategy 2: utilizing our learning commons facilitator and our makerspace classes to connect real life, authentic learning curricula</b>	High
<b>Strategy 3: Provide diverse, contextual opportunities for ALL learners to explore interests and passions to discover and develop future career possibilities while building resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being</b>	High
<b>Strategy 4: Provide a variety of learning experiences that empower students to prepare, investigate, explore, innovate, and experience a variety of potential career future</b>	High
LEARNING THAT TRANSFERS	EVALUATION
<b>Strategy 1: Advancing school-wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.</b>	High
<b>Strategy 2: Social-emotional learning: Utilize high impact assessments that are tailored for the unique needs of each child, evaluation processes that are trauma-informed, and reporting strategies that are responsive to the needs of our students and families.</b>	High
<b>Strategy 3: Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.</b>	High

## DATA ANALYSIS

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

- Very high level of a sense of citizenship amongst the students at Longview School.
- Parents feel that there is a high level of expectations from staff towards student learning.
- Staff feel that students put in a high level of effort in their course work.



## » OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Our interventions this year were designed with a strong focus on meeting individual student needs. We emphasized personalized support in small group settings and in the classroom to ensure growth in both literacy and numeracy. Key supports that benefited Longview students last year included: Classroom EA support that provided consistent support in all classrooms; Jordan's Principal Funding which created additional resources and staffing to strengthen interventions; and daily targeted EA support for High-needs students tailored to their learning goals.

We utilized time with pull out groups for high intensity, targeted UFLI instruction. In classrooms teachers differentiated learning needs through programs like Heggerty for phonemic awareness, Words Their Way for word study and spelling development, Daily 5 to foster independence in reading and writing, Read Theory for reading comprehension, and small group reading instruction to meet diverse literacy levels.

In Numeracy we provided in-class supports targeted to individual needs in mathematics, focusing on foundational skills and problem-solving strategies. Differentiated instruction ensured all students could access math learning at their level.

### Evidence of Success & Resources

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



**63%**

**of students were  
successful on the  
Common  
Literacy/Numeracy  
Assessments**

## STUDENT GROWTH AND ACHIEVEMENT

### LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
<b>Advance literacy and numeracy</b>  Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> <li>Learners are literate and numerate.</li> <li>Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives.</li> <li>Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills.</li> <li>Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success.</li> <li>Balanced literacy and numeracy programming advances 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 for deep and transferrable learning.</li> </ul>	<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>Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy.</li> <li>Learners demonstrate transfer of learning.</li> <li>High quality learning opportunities and experiences support literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>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.</li> <li>Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> </ul> </li> <li><b>Provincial Literacy and Numeracy Assessments:</b> <ul style="list-style-type: none"> <li><b>Assessment (Literacy):</b> Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)</li> <li><b>Common Literacy Assessment (4-9):</b> Increase percentage of students who are at or above grade level expectations.</li> <li><b>Common Numeracy Assessment (4-9):</b> Increase percentage of students who are at or above grade level expectations.</li> <li><b>DELF (Speaking, Listening, Reading, and Writing assessment in French):</b> 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.</li> </ul> </li> </ul>

## OUTCOMES TO CONSIDER

### Life-Long Learning

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

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

### Satisfaction with Program Access

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

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

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

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

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

## RESULTS ANALYSIS FOR LITERACY AND NUMERACY

 [Previous Results \(4-Year Data Trends and Key Insights\)](#)

### Provincial Learning Outcomes: Provincial Achievement Tests (Grade 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
<b>2024-25 (School)</b>	N/A	N/A	N/A	N/A	33	8.3	N/A	N/A	N/A	N/A
<b>2024-25 (Prov)</b>	N/A	N/A	N/A	N/A	64.1	18.5	N/A	N/A	N/A	N/A
<b>Evaluation (Achievement)</b>	N/A	N/A	N/A	N/A	Very Low	Low	N/A	N/A	N/A	N/A
<b>Evaluation (Improvement)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

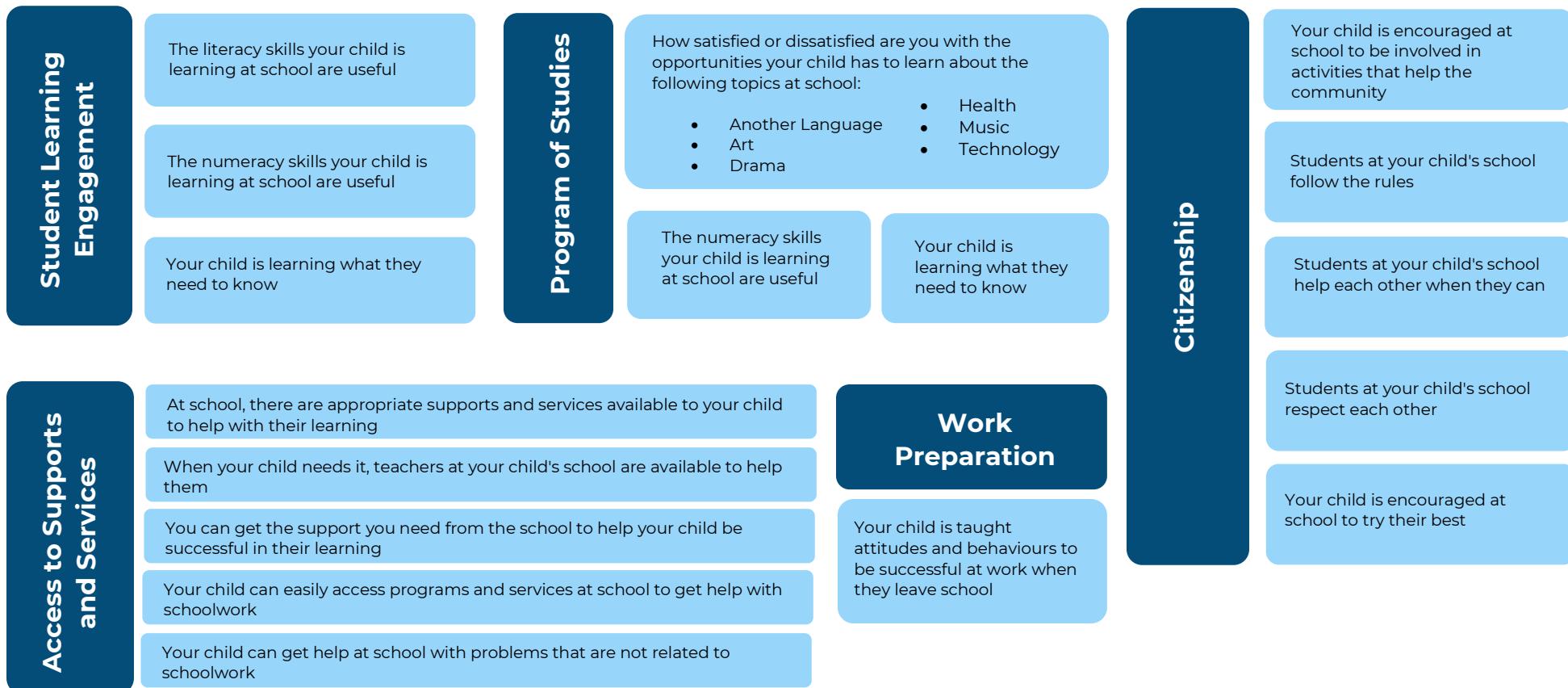
<b>Provincial Literacy Assessment:</b> Kindergarten to Grade 3 (CC3) Students at risk	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>2024-2025</b>	N/A	3	3	5

<b>Provincial Numeracy Assessment:</b> Kindergarten to Grade 3 (KTT) Students at risk	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>2024-2025</b>	N/A	2	2	6

<b>Common Literacy/Numeracy Assessments:</b> Local Measures						
<b>Common Numeracy Assessment:</b> Grade 4 – 9 EICS	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>2021-2024</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2024-2025</b>	63	27	25	N/A	N/A	N/A
<b>Evaluation</b>	Intermediate	Very Low	Very Low	N/A	N/A	N/A

## OUTCOMES TO CONSIDER



## STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
<b>Strategy 1: Advancing the use and consistent application of all provincial and local assessment measures (assessments in English literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.</b>	Intermediate
<b>Strategy 2: Advance school-wide use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills and that supports our students to close academic gaps across all subjects for individualized student growth and achievement.</b>	Intermediate
<b>Strategy 3: Continue to utilize our provincial and local data to inform our intervention strategies and supports to ensure that students' needs are being met.</b>	Intermediate

## DATA ANALYSIS

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

- Grade 6 students wrote only the social studies 6 PAT in the 2024-2025 school year. Over 41% of students were at the acceptable level or excellence level.



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

Longview School is approximately 50% is First Nation and Metis. Prioritizing a sense of belonging

Implementing The Circle of Courage philosophy to build resilience for youth at risk. Fostering a sense of belonging, independence, mastery and generosity within students.

Holistic education and supports through nutrition and food programs.

Celebrating culture through community collaboration and partnerships with local reserve school and students who come for shared sports activities and end of year Pow Wow.

Highlighting Indigenous perspectives through school based ceremonies such as remembrance day and Christmas concerts.

Ensuring Indigenous students see themselves in the curriculum and content teachers present in their classroom lessons through a focus of applying foundational knowledge of First Nations, Metis and Inuit peoples within new curriculum implementation.

### Evidence of Success & Resources

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



**100%**

of Indigenous students indicate that their sense of Safe and Caring is Very High.  
SOS-Q

**86%**

of Indigenous students indicate that their sense of External Resilience is High.  
SOS-Q

**86%**

of Indigenous students indicate that their sense of Internal Resilience is High.  
SOS-Q

**86%**

of Indigenous students indicate that their sense of Peer Relations is High.  
SOS-Q

GOALS	OUTCOMES	INDICATORS	MEASURES
<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 increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<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 decision making to support student success and Truth and Reconciliation.</li> <li>Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>Enhance relationship-building between Indigenous communities and schools through community-based supports.</li> <li>Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students.</li> <li>Support partners to gather, analyze and share Indigenous education data to monitor student success.</li> <li>The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success.</li> <li>Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</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>	<ul style="list-style-type: none"> <li><b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.</li> <li>Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.</li> </ul> </li> <li><b>High School Completion Rate (AEAM):</b> Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.</li> <li><b>Cultural Perspectives Survey:</b> As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.</li> <li><b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> <li><b>Student Intellectual Engagement Survey:</b> 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).</li> <li><b>Common Literacy and Numeracy Assessments (4-9):</b> Increase percentage of students who are at or above grade level expectations.</li> </ul>

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

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	100	86	71	86	86
Evaluation	Very High	High	High	High	High

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2024-2025	66	66	57	91	57	57	43
Evaluation	Intermediate	Intermediate	Low	Very High	Low	Low	Very Low

Common Literacy/Numeracy Assessments: Local Measures						
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	100	33	0	N/A	N/A	N/A
Evaluation	Very High	Very Low	Very Low			

Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a

2024-2025							
Evaluation	N/A						

Cultural Perspectives Survey																		
% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2024-2025	69	57	52	71	41	29	62	71	76	86	66	71	79	86	79	86	69	57
Evaluation	I	L	L	H	VL	VL	I	H	H	VH	I	H	H	VH	H	VH	I	I
VL – Very Low					L – Low			I – Intermediate			H – High			VH – Very High				

## STRATEGY ANALYSIS

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

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS		EVALUATION
<b>Strategy 1: Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.</b>		Very High
<b>Strategy 2: Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.</b>		Very High
<b>Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations</b>		Very High



## DATA ANALYSIS

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

- All surveyed students found that Longview school is a safe, caring, and welcoming school.
-

## » OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

The 2024-2025 school year was the first cycle of our 5 year education plan. Our professional learning days were focused on conceptual understanding, inclusive practices, and assessment practices. The 2024-2025 was also the first year of the new Language Arts, Math, and Science curriculums for all K-6 students in Alberta.

Longview School is committed to continuous improvement and life long learning as professionals. Our professional learning days are opportunities for staff to review current practices and ensure we are doing our best to enhance student learning.

### Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers
- Truth and Reconciliation for Learner Success
- Indigenous Learning
- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



## TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p><b>Advance excellence in teaching, learning, and leading</b></p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> <li>Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement.</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> <li>Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.</li> <li>Collaborating with other teachers and leaders to build personal and professional capacities and expertise.</li> <li>Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership.</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, assessment and a common language of pedagogy.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Build professional capacity and a commitment to continuous improvement.</li> <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>Building the capacity of teachers to respond to the learning needs of all students.</li> <li>Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> </ul>	<p><b>Advance excellence in teaching, learning, and leading</b></p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> <li><b>In-service jurisdiction needs (AEAM):</b> 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.</li> <li><b>FSD Teacher Survey:</b> teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.</li> </ul>

## RESULTS ANALYSIS FOR TEACHING AND LEADING

 [Previous Results \(4-Year Data Trends and Key Insights\)](#)

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	92	92	31	100	81.7	N/A
Evaluation	Very High	Very High	Very High	Very High		Very Low

## STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
<b>Strategy 1: Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning including school-wide professional development.</b>	Very High
<b>Strategy 2: Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum</b>	Very High
<b>Strategy 3: Create inclusive learning environments where high quality teaching, learning, and leading occurs</b>	Very High

## DATA ANALYSIS

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

- Teachers find value in the professional learning they engage in.



