



2024 – 2025
Millarville
Community
School
ANNUAL
EDUCATION
RESULTS
REPORT



*Education at the centre of
a flourishing community.*



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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.

Millarville School Education-Plan-2024-2029 Year-1

LAND ACKNOWLEDGEMENT

School:



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

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



PURPOSE

Education at the centre of a flourishing community.



VISION

Engagement, Support, and Success for each learner.



MISSION

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



PRIORITIES

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

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

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

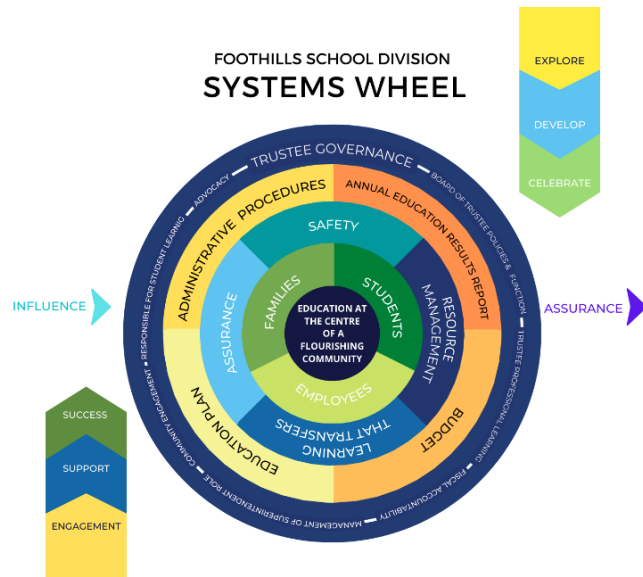
Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All



SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

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



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

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

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

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

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

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

SCHOOL COUNCILS REGULATION

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

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

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
- Alberta’s students are successful - First Nations, Métis, and Inuit students in Alberta are successful - Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy - Alberta’s K-12 education system and workforce are well-managed	- Learning that transfers - Numeracy and literacy - Wellness and wellbeing - Continuum of supports - First Nations, Métis, and Inuit student success - Innovation and design - Learning that transfers - Excellence in teaching, learning, and leading - Stakeholder engagement and communications - Continuous improvement and assurance	- Student growth & achievement - Learning support - Student growth & achievement - Learning support - Student growth & achievement - Teaching and leading - Local and societal context - Local and societal context - Governance



OUR GOALS & ASSURANCE MEASURES

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

Goal

- Advance Stakeholder Engagement and Communications

Assurance Measure

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

Goals

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

Assurance Measure

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

Goals

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

Assurance Measure

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

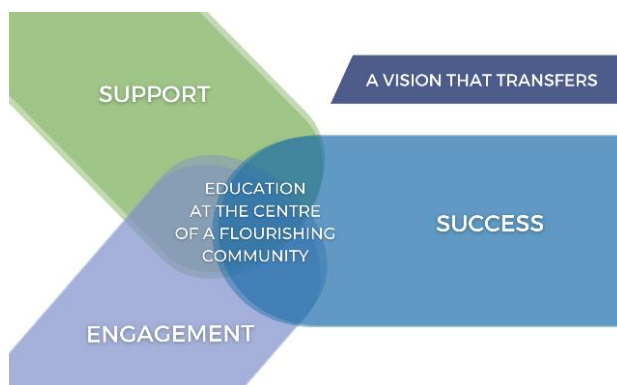
Governance

Goal:

- Advance Continuous Improvement and Assurance

Assurance Measure

FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal

- Advance Excellence in teaching, learning and leading.

Assurance Measure

FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).





OUR SCHOOL

Millarville Community School is a small, close-knit rural school that sits at the heart of the Millarville community. Surrounded by farmland and rolling foothills, the school is known for its strong sense of belonging, where students are truly known, valued, and supported. With deep roots in the community, Millarville Community School fosters meaningful relationships between students, staff, and families, creating a warm and welcoming learning environment.

The school is committed to nurturing the whole child through high-quality instruction, outdoor and experiential learning opportunities, and a strong focus on character and citizenship. Community involvement is woven into daily school life, with partnerships and local events helping students develop pride in their school and their community. Millarville Community School continues to be a place where tradition and innovation come together to support student growth and success.

Families are a vital part of life at Millarville Community School, and their involvement plays a key role in supporting student learning and well-being. On any given day, parent volunteers can be found helping in classrooms, preparing hot lunches, and supporting school events that bring our community together. Beyond daily involvement, Millarville benefits from an active and dedicated school council and fundraising committee. These groups work closely with the school to support learning priorities, provide valuable input into school operations, and enhance opportunities for students. We value open communication and genuinely appreciate the feedback and partnership of our parent community.



HIGHLIGHTS AND CELEBRATIONS

Millarville Community School continues to be a place where students thrive through rich, engaging experiences that extend beyond the classroom. Our strong Outdoor Pursuits program is a point of pride, providing students in Grades 6–8 with multiple opportunities throughout the year to participate in meaningful outdoor learning experiences that build resilience, teamwork, and a connection to the natural environment. Students also benefit from a wide range of option classes, including drama, cooking, woodworking, and outdoor pursuits, allowing them to explore interests, develop practical skills, and discover new passions.

Throughout the year, whole-school activities intentionally bring students together across grade levels, fostering a strong sense of belonging and community. We are deeply grateful for the ongoing support of our involved Parent Council and dedicated Fundraising Committee, whose commitment greatly enriches the experiences and opportunities available to our students.



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)	81.3%	84.3%	90.4%	89.1%	73.0%	83.5%	58.2
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	76.9%	78.6%	83.8%	83.2%	73.9%	78.6%	60.4
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	80.4%	84.3%	89.2%	90.1%	71.8%	80.8%	78.6
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	76.1%	77.8%	90.0%	84.3%	50.0%	84.6%	42.0
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	Very Low	High	Very High	Intermediate	Very Low	Very High	Very Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Declined Significantly	Maintained	Declined Significantly

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	93	92	79	94	82	76	62
2022-2023	100	83	96	84	74	71	56
2023-2024	92	95	90	97	83	83	84
2024-2025	93	85	80	90	75	63	45

Evaluation	High	High	High	High	High	Intermediate	Low
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» OUR STORY OF ENGAGEMENT

The school will strengthen stakeholder engagement by using tools to gather and share feedback with education partners, regularly communicating with families, and providing key documents like the Education Plan and Educational Insight Report to the School Council. Engagement data will also be shared back with partners to show how their input shapes the learning community.

The school will advance continuous improvement by using evidence-based decision-making, collecting and triangulating data from multiple sources, and fostering collaborative engagement processes. Ongoing work includes participating in the International Baccalaureate evaluation cycle, reviewing IB standards and practices, and building staff capacity to support continuous growth and improvement.

Engagement Opportunities & Resources

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



90%

**of parents indicate the
quality of education is
excellent.**

provincial assurance survey

84%

**of parents indicate the
parent involvement is
high.**

Provincial Assurance Survey

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.	- Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: - What stakeholders were involved? - How they were engaged? - How their input informed local priorities? - School boards actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. - Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.	- Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. - Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.	Parent Involvement (AEAM): Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. School Improvement (AEAM): Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• Establish a system of accountability practices which include guiding principles for assurance at a division and school level. • Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. • Sustained culture of continuous improvement and collective responsibility. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. • Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.	• Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.	• Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions. • FSD Assurance Survey: Increase/maintain
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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 Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	90%	84%	42%
2024-2025 (Prov)	87.7%	84.6%	76.6%
Evaluation (Achievement)	Very High	Very High	Very Low
Evaluation (Improvement)	Maintained	Maintained	Declined Significantly

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	80%	63%	45%
Evaluation	High	Intermediate	Low

OUTCOMES TO CONSIDER

Education Quality

Your child clearly understands what they are expected to learn at school

Your child finds schoolwork challenging

Your child finds schoolwork interesting

Your child is learning what they need to know

The quality of education your child is receiving at school

Parental Involvement

To what extent are you involved in decisions about your child's overall education

To what extent are you involved in decisions about your child's school

Your input into decisions about your child's school is considered

The opportunities to be involved in decisions about your child's overall education

The opportunities to be involved in decisions about your child's school

School Improvement

Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

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

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: We will actively engage a broad range of stakeholders—including students, parents and caregivers, staff, School Councils, community partners, and Indigenous partners—to inform the development of local priorities and plans.	VH
Strategy 2: Engagement will occur through multiple measures such as surveys, school council meetings, forums, and collaborative planning sessions. Stakeholder feedback will be intentionally analyzed and used to shape our planning.	VH

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

- Stakeholders feel that the quality of education at Blackie School is high.
- Our area of focus is on school improvement.

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Assurance data is used to guide evidence based decision making. Stakeholder input will be used alongside achievement, well-being, and engagement data to inform continuous improvement at both the school and division levels, ensuring decisions are responsive to local and societal needs.	VH
Strategy 2: Through ongoing reflection, collaboration, and review of assurance results, we will adjust strategies, supports, and plans as needed to further engage and improve outcomes for students. This continuous improvement cycle will reinforce a culture of accountability, responsiveness, and shared responsibility for student success.	VH



» OUR STORY OF SUPPORT

The school will continue to advance wellness and well-being by strengthening a trauma-informed and inclusive culture, deepening its use of restorative practices, and maintaining a strong focus on social-emotional learning for both students and staff. As a designated Minds Matter school, staff will continue to use these resources and monitor their impact on student well-being. Collaboration with staff will support the development of site-specific wellness plans tailored to each building's needs.

To advance a continuum of supports, the school will refine, expand, and implement a comprehensive framework that responds to current student profiles and supports their social, emotional, physical, and academic growth. Ongoing efforts will focus on identifying and addressing gaps in services while strengthening communication with parents to ensure a shared understanding of student needs and the supports available.

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



90%

of parents indicate the School is safe and caring.

(FSD parent assurance survey)

75%

of parents indicate the students have access to Supports and Service.

(FSD parent assurance survey)

90%

of students indicate the school is Safe and Caring.

(SOSQ)

88%

of students indicate that they have a high level of Internal Resilience.

(SOSQ)

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

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.	- All stakeholders contribute to a welcoming, caring, respectful and safe school environment. - Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. - Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. - Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments.	- Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. - Measures indicate that students and staff respect one another and take responsibility for their own actions. - Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. - Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment.	Safe & Caring (AEAM): Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Program Access (AEAM): Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Students at Risk (AEAM): Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.	- A robust continuum of supports ensures student success. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Learners demonstrate understanding and respect for the uniqueness of all learners. - Learning environments are welcoming, caring, respectful and safe. - Structures and systems support learning and meet the needs of students, families, staff, and communities. - Learners access continuum of supports. - Wrap around services and supports enhance conditions required for optimal learning. - Education partners fulfil their respective roles for a shared understanding of an inclusive education system. - All stakeholders work collaboratively to support student learning.	- Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. - Continuum of Supports is visible and accessible. - Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe.	

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025 (School)	86.5%	50.0%
2024-2025 (Prov)	87.3%	80.1%
Evaluation (Achievement)	High	High
Evaluation (Improvement)	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.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2024-2025	90%	75%
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	90	89	84	88	95
Evaluation	High	High	High	High	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

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

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

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

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

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

Program of Studies: At-Risk Students

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

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

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

STRATEGY ANALYSIS

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

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continue building a trauma-informed, inclusive school culture through: - Ongoing use of Minds Matter to support student well-being - Universal language that includes the characteristics in our Wildcat Paw (Courage Resilience Reflection Compassion).	H
Strategy 2: Continued focus on social emotional learning to support staff wellness.	H

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Continued and enhanced parent communication to develop understanding of student areas for growth and supports available.	H
Strategy 2: Continue to review current students and develop understanding of student areas for growth, and providing students with appropriate supports.	H

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:

- Stakeholders, particularly students, feel safe and cared for in our school. They are provided with access to supports as they need them and have strong peer relations.

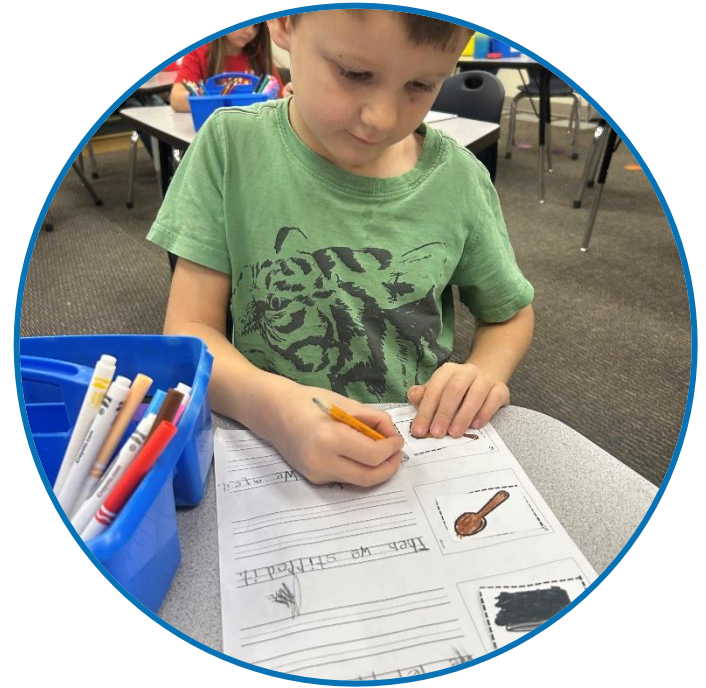
» OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

Millarville Community School is focused on advancing innovation and design by strengthening teacher capacity to implement the *Framework for Innovation and Design: Learning that Transfers*. This includes integrating Maker-centered Learning and Career and Technology programs to promote deep, transferable learning and expose students to diverse career pathways. The school will continue to celebrate student growth and achievement while providing real-world experiences that prepare students for future opportunities.

Teachers will deepen their understanding of conceptual learning, student agency, and problem-solving over time to create meaningful, engaging learning experiences. Instruction will emphasize transdisciplinary units in Grades K–5 and interdisciplinary units in Grades 6–8, while maintaining vertical and horizontal alignment within the International Baccalaureate Program of Inquiry. These efforts ensure coherence and support for deep, transferable learning across all grade levels.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



93%

**of students report they
are engaged in their
learning.**

FSD Assurance Survey

97%

**of students indicate a
high level of expectations**

FSD Intellectual Engagement Survey)

91%

**of students indicate a
high level of effort.**

FSD Intellectual Engagement Survey

87.7%

**of students indicate a
high level of education.**

Alberta Education Assurance Survey

STUDENT GROWTH AND ACHIEVEMENT INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	- Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. - Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. - Provide career education programming that enables students to explore and experience various occupations. - Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. - Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. - Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. - Student experiences are designed for deep and transferrable learning. - Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. - Learners demonstrate the competencies to prepare them for their future. - Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.	- Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. - FSD collaborates with community, industry, and education partners to support student success. - Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. - Measures indicate that learners are intellectually engaged in their learning.	Student Learning Engagement (AEAM): Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. Program of Studies (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. Work Preparation (AEAM): Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. Citizenship (AEAM): Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Advance learning for transfer Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.	- Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. - Learners form conceptual understandings. - Learners are agents of their learning. - Learners are allowed to live with complex problems over time. - Learners will have high quality learning experiences. - Students will be well prepared for their future while remaining current and relevant in the local and global contexts. - Learners apply knowledge, understanding and skills in authentic contexts and situations. - Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. - Curriculum is relevant, clearly articulated and designed for implementation within local contexts. - Students demonstrate understanding and respect for the uniqueness of all learners. - Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow.	- Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. - Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. - Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. - Learners demonstrate transfer of learning. - High quality learning opportunities and experiences. - Measures indicate parents, teachers, and students see improved student learning engagement at school. - Measures indicate that learners are intellectually engaged in subject area learning. - Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning.	Overall Quality of Education (AEAM): Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. Lifelong Learning (AEAM): Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM): Growth and Improvement shown in each area. FSD Assurance Survey: Increase/maintain percentage of parents satisfied with Assurance Measures. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
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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)	56.2	71.4	77.8	90.0	61.5	76.1
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	Very Low	Low	High	Very High	Very Low	Very Low
Evaluation (Improvement)	Declined	Maintained	Maintained	Maintained	Maintained	Maintained

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	77	76	85	80	77	93
Evaluation	High	High	High	High	High	Very High

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

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	97	83	89	91	72	59.5	69	34
Evaluation	High	High	High	High	Intermediate	Low	Intermediate	Low

STRATEGY ANALYSIS

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

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Provide students access to authentic, hands-on, experiential CTS learning in fields of interest to support readiness for careers and the future.	H
Strategy 2: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge.	H

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Advance the understanding of conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner. Targeted professional learning around design and assessment practice that supports learning for transfer.	H
Strategy 2: Teachers will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning. - Invite community members and/or parents with expertise in a variety of areas to support the learning and work with deep and transferable learning. - Social emotional learning, community connections and cross-curricular relationships.	H

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:

- We will continue to engage in targeted professional learning opportunities around learning for transfer.
- Connect with local community members with expertise in a variety of areas to engage students and support deep and transferable learning.



» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Millarville Community School will continue to advance literacy and numeracy by ensuring that every learner develops strong foundational skills across all subjects and grade levels. Students will have high-quality learning experiences that build their literacy and numeracy competencies, enabling them to meet provincial learning outcomes and apply their knowledge in authentic, real-world contexts. Balanced programming will support student growth, deepen understanding, and promote transferable learning.

Progress has been monitored through comprehensive provincial assessments, including early years screening, to identify challenges and track achievement over time. Curriculum and classroom practices has emphasized literacy, numeracy, citizenship, and practical skills, while the principles of deep and transferable learning guide instruction. Measures of success reflect improvements in students' knowledge, skills, and attitudes as literate and numerate learners across grades and subject areas.

Evidence of Success & Resources

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



22.7%

**of students achieved the
Standard of Excellence in
ELA.**

(Alberta Provincial Learning Outcomes)

68.2%

**of students achieved the
Standard of Acceptable
in Social Studies.**

(Alberta Provincial Learning Outcomes)

63.6%

**of students achieved the
Standard of Acceptable
in ELA.**

(Alberta Provincial Learning Outcomes)

STUDENT GROWTH AND ACHIEVEMENT LITERACY AND NUMERACY

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	- Learners are literate and numerate. - Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. - Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. - Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. - Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. - Balanced literacy and numeracy programming advances student growth and achievement. - Learners have high quality learning experiences in literacy and numeracy. - Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning.	- Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. - Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. - Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. - Learners demonstrate transfer of learning. - High quality learning opportunities and experiences support literacy and numeracy.	Learning Outcomes (PAT & Diploma): - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. Provincial Literacy and Numeracy Assessments: Assessment (Literacy): Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) Common Literacy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. Common Numeracy Assessment (4-9): Increase percentage of students who are at or above grade level expectations. DELf (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

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

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

Satisfaction with Program Access

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

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

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

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

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

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	63.6	22.7	54.5	9.1	68.2	13.6	n/a	n/a	n/a	n/a
2024-25 (Prov)	69.1	12.7	53.1	15.1	64.1	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	n/a	n/a	n/a	n/a
Evaluation (Improvement)	Maintained	Improved	Maintained	Maintained	Maintained	Maintained	n/a	n/a	n/a	n/a

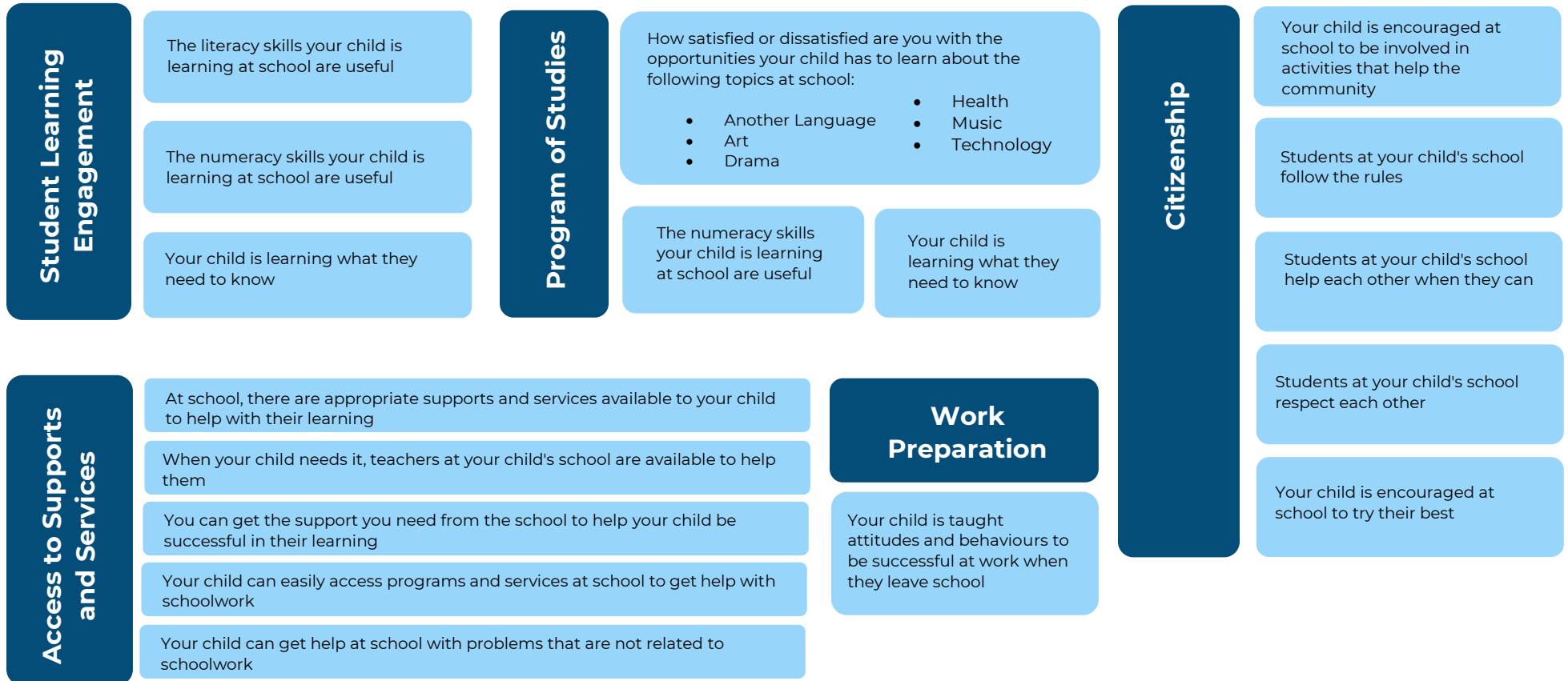
Provincial Literacy/Numeracy Assessments:
Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	0	0	1	2

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	0	1	3	2

Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	67	n/a	n/a	n/a
Evaluation						

OUTCOMES TO CONSIDER



STRATEGY ANALYSIS

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

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Strengthen English literacy and numeracy through the intentional use of high-yield instructional practices that provide students with foundational skills (Secret Stories, UFLI, AMIRA).	VH
Strategy 2: Design and implement both universal and targeted instructional approaches to meet diverse learner needs and support learning (speech-to-text,	VH
Strategy 3: Effectively utilize and align intervention resources and strategies within the school-based continuum of supports to enhance student growth and achievement.	H

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:

- Our Literacy Intervention Program, is implemented across K-8. Instructional approaches are science-based and include high-yield strategies from UFLI and Secret Stories.
- We assess flagged students in the Fall, then group then based on their identified areas of need. Continuous monitoring is necessary for this program to be successful.
- Our focus this year has been on adding numeracy intervention in and out of the classroom. We have designed math kits which are designed with pre-made activities and hands-on resources for each Grade level



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

At Millarville Community School, our goal is to enhance success for First Nations, Métis, and Inuit (FNMI) students by delivering high-quality instruction, services, and culturally grounded learning for all students and staff. This includes strengthening relationships with Indigenous communities, engaging families in meaningful decision-making, and supporting Truth and Reconciliation through foundational knowledge of Indigenous histories, cultures, treaties, and the legacy of residential schools.

Success is demonstrated through improved attendance, achievement, and completion rates; positive learner experiences; effective community-based supports; and evidence-based programs and policies that meet the needs of FNMI students. Schools commit resources, gather and analyze Indigenous education data, and use tools such as the FSD Truth and Reconciliation for Learner Success Toolkit to guide continuous improvement.

Evidence of Success & Resources

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



100%

of students indicate that there are high expectations.

(Intellectual Engagement Survey)

100%

of students indicate their school is safe and caring.

(SOS-Q)

100%

of students indicate they have positive peer relations.

(SOS-Q)

100%

of students indicate the a high level of internal resilience.

(SOS-Q)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	- First Nations, Métis and Inuit learners are successful. - Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. - Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. - Enhance relationship-building between Indigenous communities and schools through community-based supports. - Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. - Support partners to gather, analyze and share Indigenous education data to monitor student success. - The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.	- Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. - Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. - Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. - Measures indicate improvements in attendance, achievement, and high school completion. - Learners share positive experiences and conditions for success. - Learners experience respectful and reciprocal relationships with their school community.	Learning Outcomes (PAT & Diploma): - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. High School Completion Rate (AEAM): Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. Cultural Perspectives Survey: As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). Common Literacy and Numeracy Assessments (4-9): Increase percentage of students who are at or above grade level expectations.

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	100	100	0	100	100
Evaluation	Very High	Very High	n/a	Very High	Very 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	100	100	100	100	100	100	0
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High	n/a

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	n/a	n/a	n/a	n/a	n/a
Evaluation	Very High	n/a	n/a	n/a	n/a	n/a

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	100	n/a	n/a	n/a	n/a	n/a

Evaluation	Very High	n/a	n/a	n/a	n/a	n/a
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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	78	100	86	100	78	100	74	100	82	100	88	100	90	100	82	100	91	100
Evaluation	H	VH	H	VH	H	VH	H	VH	H	VH	H	VH	VH	VH	H	VH	VH	VH
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

STRATEGY ANALYSIS

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

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Advance First Nations, Métis, and Inuit (FNMI) student success through high-quality instructional programs and responsive educational services.	VH
Strategy 2: Increase understanding and integration of Indigenous histories, perspectives, and cultures within teaching and learning practices.	VH
Strategy 3: Foster a school community of respect, acceptance, and shared responsibility among students, staff, and families.	VH



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:

- Staff have explored and implemented of the FSD Truth and Reconciliation for Learner Success Toolkit. Although we only have a few students who identify as FNMI, we believe it is important for all students to deepen their understanding of perspectives, experiences, and history.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

Advancing student growth and achievement requires a sustained focus on optimizing teaching, learning, and leading, where teachers and leaders are committed to professional collaboration, reflective practice, and the continual improvement of instruction and assessment. Cultivating a culture of high expectations for all students and staff ensures that learning and achievement are optimized, while educators respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.

Teachers at Millarville strengthen their professional capacities through collaborative engagement in processes of growth, supervision, evaluation, and aligned professional learning. Staff build the capacity to meet diverse student needs while fostering deep, transferable learning and continuous improvement across the school community.

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



92%

**of staff indicate the is
Clarity of Vision, Mission, and
Values.**

(FSD Professional Learning Survey)

71%

**of staff indicate that
there is a professional
learning and
collaborative culture.**

(FSD Professional Learning Survey)

81%

**of staff indicate the
professional
development is positive**

(FSD Professional Learning Survey)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	• Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Building the capacity of teachers to respond to the learning needs of all students. • Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.	Advance excellence in teaching, learning, and leading Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.	• In-service jurisdiction needs (AEAM): Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. • FSD Teacher Survey: teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

RESULTS ANALYSIS FOR TEACHING AND LEADING

[Previous Results \(4-Year Data Trends and https://media.foothillsschooldivision.ca/media/Default/medialib/2023-24_aerrhistoricaldata_teaching-and-leading.d86cef21553.pdf\)](https://media.foothillsschooldivision.ca/media/Default/medialib/2023-24_aerrhistoricaldata_teaching-and-leading.d86cef21553.pdf)

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	71	56	58	28.6	81.7
Evaluation	Very High	High	Low	Low	Very Low	Declined

STRATEGY ANALYSIS

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

TEACHING AND LEADING	EVALUATION
Strategy 1: Strengthen Professional Collaboration and Reflective Practice - Promote structured collaboration among teachers, leaders, students, families, and other professionals to optimize learning. - Encourage reflective practice and the use of evidence from teaching and assessment to inform continuous improvement. - Support peer engagement, supervision, and evaluation processes to grow professional capacities.	H
Strategy 2: Enhance Instruction, Assessment, and Curriculum - Implement evidence-based teaching and assessment practices that respond to diverse student needs and local contexts. - Ensure curriculum is relevant, clearly articulated, and adaptable for all learners. - Develop a common language of pedagogy and systematically apply foundational principles of instruction and assessment.	H
Strategy 3: Build Professional Capacity and Accountability - Align professional learning with standards of professional conduct, practice, and leadership. - Foster ongoing growth through targeted professional development, collaborative engagement, and reflective practice.	H

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:

- Results from the AEAM indicate that the percentage of teachers who feel that, over the past 3–5 years, the professional development and in-servicing provided by the school authority has been focused, systematic, and has contributed significantly to their ongoing professional growth remains low. This suggests that many teachers do not perceive current professional learning opportunities as fully meeting their needs or supporting their development in a structured and impactful way.
- These findings highlight an area for growth, emphasizing the need to review and enhance professional development offerings to ensure they are more targeted, consistent, and meaningful for staff.

- Cultivate a culture of high expectations and accountability for teachers, leaders, and students to support continuous improvement and student achievement.

