

Ecole Okotoks Junior High School

Annual Education Results Report 2022-2023

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

[School Education Plan 2021-2024 \(year 2\)](#)

[Okotoks Junior \(foothillsschooldivision.ca\)](http://OkotoksJunior.foothillsschooldivision.ca)

School Land Acknowledgement

FRENCH:

Nous, la communauté de l'École Okotoks Junior High School, reconnaissons les terres traditionnelles et ancestrales des peuples autochtones du territoire du Traité 7 (signé en 1877), sur lesquelles cette école est située, où nous apprenons, travaillons et encourageons mutuellement à vivre d'une manière respectueuse et en amitié.

Nous reconnaissons, souvenons et honorons les peuples autochtones qui ont vécu ici et continuent de vivre sur cette terre : les Siksika, Kainai, Piikani, Stoney-Nakoda et Tsuut-ina. C'est également le territoire de Métis de la région 3 de l'Alberta.

Lors que nous nous réunissons sur ce territoire, nous nous engageons à apprendre à devenir de meilleurs apprenants tout au long de la vie, des intendants de la terre et des membres actifs de cette communauté.

ENGLISH:

We, the Ecole Okotoks Junior High School community, acknowledge the transition and ancestral lands of the Indigenous peoples of Treaty 7 territory (signed in 1877), on which this school is located, where we learn together, work together, and encourage each other to live in a good and respectful way.

We recognize, honour, and remember the Indigenous peoples who have lived here and continue to live on this land: the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut'ina. It is also home to the member so the Metis Nation of Alberta – Region 3.

When we gather on this territory, we commit ourselves to learning how to be better lifelong learners, stewards of the land, and contributing members of this 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 school/Division leadership.

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

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

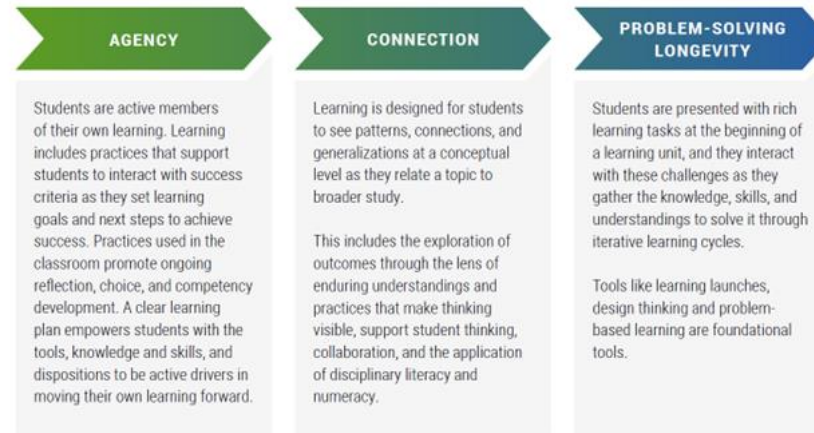
Providing Assurance

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

our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

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

About Our School



École Okotoks Junior High



Our Vision

INSPIRING critical thinkers who are kind, confident and resilient.

Our Mission

DESIGNING opportunities for students to develop their passion and potential.

École Okotoks Junior High School is a grade 7-9 school with approximately 480 students and 34 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital media, band, choir, guitar, outdoor education, makerspace, and drama to name a few.

We are the home of the Ocelots. "In pursuit of excellence"

School Highlights and Celebrations

The 2022-2023 school year brought about change for Ecole Okotoks Junior High School; a new admin team as well as shifting from pandemic to endemic. Some of the celebrations as highlighted by students include the kick off assembly, the school wide field trips, backyard BBQ & games, and the school play The Enchanted Bookstore, to name a few. Staff took on new initiatives such as the Skills Expo and Building a Thinking Classroom, as well as continued to create meaningful learning opportunities that increased innovation and risk taking.

Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5308 Okotoks Junior High School

| Assurance Domain | Measure | Okotoks Junior High School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 83.1 | 80.9 | 80.9 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 66.1 | 60.3 | 69.5 | 80.3 | 81.4 | 82.3 | Very Low | Maintained | Concern |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | 72.6 | 75.2 | n/a | 63.3 | 64.3 | n/a | Intermediate | n/a | n/a |
| | PAT: Excellence | 10.5 | 17.1 | n/a | 16.0 | 17.7 | n/a | Low | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 80.3 | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 21.2 | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 85.8 | 81.1 | 83.6 | 88.1 | 89.0 | 89.7 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 75.5 | 71.0 | 71.0 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 76.1 | 77.1 | 77.1 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 68.9 | 55.5 | 64.2 | 79.1 | 78.8 | 80.3 | Very Low | Maintained | Concern |

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

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

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

Engagement

Our Story of Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)

Stakeholder Engagement Results Analysis

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

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

Provincial

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

Local

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

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

Evidence and Key Insights

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

| Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
|---|--|
| Student Engagement: Student Council, Student Matters, and Classroom Circles | INTERMEDIATE |
| Staff Engagement: Staff meetings, Staff Learning Days, PLC structure, monthly grade level meetings, School Leadership Team | HIGH |
| Parent Engagement: School Council, Parent Teacher Interviews (offering a hybrid model) | HIGH |
| Community Engagement: Explore supports and partnerships available within the community, partnering with the Food Bank | INTERMEDIATE |
| Communications: Admin updates to families, classroom communication to families, Learner Profiles, Instagram, & School Website | HIGH |

Areas of Strength:

- Hybrid model of parent teacher interviews – parents appreciate the flexibility of in person, phone or virtual.
- Teacher communication through weekly emails home
- Increased engagement on social media (parents and students)

Areas for Growth:

- The number and consistency of attendees at School Council meetings

Next Steps:

- PLC Structure to align with the FSD Pathways
- Field trips connected to community – parks, businesses, organizations, etc.

Continuous Improvement Results Analysis

| Goal <i>Desired Result</i> | Outcomes <i>Measurable statements of what FSD seeks to achieve</i> | Indicators <i>Indicators of achieving outcomes</i> |
|--|--|---|
| Advance evidence-based continuous improvement and assurance | <ul style="list-style-type: none"> ● Collaborative relationships with stakeholders. | Measures indicate learners communicate, collaborate, and solve problems together to advance education |

| | | |
|---|--|--|
| <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> | <ul style="list-style-type: none"> • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. • The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. • 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. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. | <p>excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. |
|---|--|--|

Measures and Targets

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

Provincial

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

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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

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

| Provincial Performance Measure | Education Quality | Parental Involvement | Continuous Improvement |
|--------------------------------|-------------------|----------------------|------------------------|
| 2019-2020 | N/A | N/A | N/A |
| 2020-2021 | 76.8% | 41.9% | 66.3% |
| 2021-2022 | 81.1% | 55.5% | 54.7% |
| 2022-2023 | 85.8% | 68.9% | 66.8% |
| Evaluation | HIGH | INTERMEDIATE | INTERMEDIATE |

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

| Assurance Measures | Student Learning Engagement | Citizenship | Education Quality | Safe, Caring and Welcoming | Access to Supports | Parental Involvement |
|--------------------|-----------------------------|--------------|-------------------|----------------------------|--------------------|----------------------|
| 2019-2021 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2021-2022 | 86% | 62% | 94% | 67% | 80% | 65% |
| 2022-2023 | 88% | 62% | 94% | 66% | 83% | 70% |
| Evaluation | HIGH | INTERMEDIATE | VERY HIGH | INTERMEDIATE | HIGH | INTERMEDIATE |

| Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
|---|---|
| Strategy 1: Education Plan sets out what needs to be done including determining priorities, outcomes, measures and strategies that will be implemented to improve results. | HIGH |
| Strategy 2: Evidence informed decision making, learning, capacity building and stakeholder engagement | HIGH |

Areas of Strength:

- There are many sources of evidence and data collected that is being used to guide practice
- Staff voice in created a meaningful vision and mission.
- Opportunities for students to reflect on data – classroom circles, Student Matters, etc.

Areas for Growth:

- Participation in Ab Ed Assurance Survey & FSD Assurance Survey

Next Steps:

- Sharing the Ed plan and Learning Goals regularly with the parent community via weekly newsletter

Support

Our Story of Support

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

[Safe Positive Schools](#)

[FSD Resilience](#)

[Inclusive Learning](#)

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

Learning Supports Results Analysis

Goals

Desired Result

Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.

Outcomes

Measurable statements of what FSD seeks to achieve

- Learners are active, healthy, and well.
- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.

Indicators

Indicators of achieving outcomes

- Improved wellness and well-being in students and staff.
- Learning environments are welcoming, caring, respectful and safe.
- Improved understanding of an inclusive education system.
- Improved collaboration with education partners to support learning.

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

- Wrap around services and supports enhance conditions required for optimal learning and student well-being.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

| Provincial Performance Measures | Safe and Caring | Access to Supports and Services |
|---------------------------------|-----------------|---------------------------------|
| 2019-2020 | N/A | N/A |
| 2020-2021 | 79.7% | 62.3% |
| 2021-2022 | 77.5% | 71.1% |
| 2022-2023 | 81.2% | 76.1% |

| | | | | | |
|--|-------------------------------------|---------------------------------------|-----------------------------------|---------------------------------------|----------------------------------|
| Evaluation | HIGH | | | INTERMEDIATE | |
| <p>FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.</p> | | | | | |
| above national norm | | | | | |
| Performance Measure | SOS-Q: Safe & Caring | SOS-Q: External Resilience | SOS-Q: Self Confidence | SOS-Q: Internal Resilience | SOS-Q: Peer Relations |
| 2019-2020 | 67% | 69% | 52% | 34% | 63% |
| 2020-2021 | 71% | 60% | 44% | 30% | 56% |
| 2021-2022 | 64% | 58% | 41% | 22% | 53% |
| 2022-2023 | 83% | 74% | 74% | 59% | 88% |
| Evaluation | HIGH | INTERMEDIATE | INTERMEDIATE | LOW | HIGH |

| | |
|---|---|
| <p>Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> | <p>Evaluation <i>Impact of strategies implemented</i></p> |
| Strategy 1: Re-engage students in student leadership and engagement opportunities | HIGH |
| Strategy 2: Student Matters, Student Council, SOS-Q, and Intellectual Engagement data | INTERMEDIATE |
| Strategy 3: Evidence based practices such as Positive Behaviour Supports, Restorative Practices, and Trauma Informed Practice | INTERMEDIATE |

Areas of Strength:

- Student involvement in planning and attending the Wellness Conference.
- Students engaged in clubs, sports teams, and other extracurricular opportunities.
- Consistency application of Behaviour Continuum and office referral reflection sheet.

Areas for Growth:

- Targeting the SOS-Q results with purposeful strategies.
- Inconsistency and lack of confidence in applying PBS, Restorative Practices and Trauma Informed Practices.

Next Steps:

- Modelling Restorative Circles.
- Empower the Student Council and Student Matters to advance their goals.

| Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
|--|--|
| Strategy 1: Classroom formative assessments | HIGH |
| Strategy 2: Student Success Protocols such as SIS, ELL intake, PBS, Suicide Risk Assessments | INTERMEDIATE |
| Strategy 3: SEL curriculum | INTERMEDIATE |

Areas of Strength:

- Learning Support meetings on a weekly basis where kids are flagged, and support is put in place.
- Student Services as a hub where students can receive support (Academic, Behaviour, & Social-Emotional).

Areas for Growth:

- ELL intake and benchmarking.
- Built in time to talk about kids (Collaborative Team Meetings)
- Teachers programming for students requiring individualized support.

Next Steps:

- Partnership with Minds Matter to implement targeted SEL programming
- Build in more inclusive practices and meeting students where they are at

Success

Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

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

Student Growth and Achievement Results Analysis

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

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

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

| Provincial Performance Measures | Program of Studies | Work Preparation | Citizenship | Quality of Education | Life-Long Learning | Student Learning Engagement |
|---------------------------------|--------------------|------------------|--------------|----------------------|--------------------|-----------------------------|
| 2019-2020 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2020-21 | 80% | 70% | 59.8% | 76.8% | 57.6% | 73.4% |
| 2021-22 | 85.9% | 70.8% | 60.3% | 81.1% | 65% | 80.9% |
| 2022-23 | 89.9% | 74.8% | 66.1% | 85.8% | 67.4% | 83.1% |
| Evaluation | HIGH | INTERMEDIATE | INTERMEDIATE | HIGH | INTERMEDIATE | HIGH |

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

| Students responding Agree or Strongly Agree to at least half of the questions each factor below | | | | | Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning” | | |
|---|-------------------|--------------|--------------|--------|--|--------------|--------------|
| Performance Measures | High Expectations | Relevance | Rigor | Effort | ELA/SS | Math/Science | CTS/CTF |
| 2019-2020 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2020-2021 | 92% | 73% | 81% | 87% | N/A | N/A | N/A |
| 2021-2022 | 92% | 65% | 80% | 85% | N/A | N/A | N/A |
| 2022-23 | 88% | 63% | 78% | 82% | 48.5% | 58% | 60% |
| Evaluation | HIGH | INTERMEDIATE | INTERMEDIATE | HIGH | LOW | LOW | INTERMEDIATE |

| Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
|--|--|
| Strategy 1: Enhance and support teaching and learning strategies in French Immersion, FSL, and Spanish Second Language programs | INTERMEDIATE |
| Strategy 2: Cultivate innovation, creativity, inquiry & technological approaches to enhance learning experiences | HIGH |
| Strategy 3: Maker-centered learning and CTF learning experiences | HIGH |

- Areas of Strength:**
- Enrollment in Makerspace complimentary course
 - FI program continues to flourish with high enrollments.
 - Skills Expo for CTF
- Areas for Growth:**
- Attendance in options.
 - Utility of complimentary courses and the connection to competencies.
- Next Steps:**
- Designing complimentary courses under the CTF umbrella
 - Aligning teacher strength with specialty areas.
 - Adjust the timetable to increase attendance.

| | |
|---|--|
| Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
| Strategy 1: Increase the understanding and use of high yield instructional tools and strategies in any learning environment, connecting the classroom learning to our community, our history, and our culture through activities and First Nations, Metis, and Inuit concepts. | INTERMEDIATE |

Areas of Strength:

- Connecting the classroom to the community through field trips and the Wellness Conference

Areas for Growth:

- Making learning relevant.

Next Steps:

- Explore flexible learning spaces within the classroom.
- Continue to connect our CTF courses with core content.

| Goal 3 <i>Desired Result</i> | Outcomes <i>Measurable statements of what FSD seeks to achieve</i> | Indicators <i>Indicators of achieving outcomes</i> |
|--|---|---|
| <p>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.</p> | <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. | <ul style="list-style-type: none"> • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • 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. |

| <p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced 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. • Deep transferable learning. | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. |
|--|---|--|
|--|---|--|

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

- Provincial**
- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
- Local**
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
 - **RRST**
 - **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
 - **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
 - **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
 - **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights Advance Literacy and Numeracy

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

| Provincial Achievement Tests | English Language Arts | | Math | | Social Studies | | Science | | French Language Arts | |
|------------------------------|-----------------------|------------|------------|------------|----------------|------------|------------|------------|----------------------|------------|
| | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence | Acceptable | Excellence |
| 2021-2022 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2022-2023 | 92.4% | 15.2% | 66.9% | 9.1% | 78.3% | 10.2% | 80.1% | 12.8% | 75% | 0 |

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

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

| Performance Measures | Listening | Vocabulary | Comprehension |
|----------------------|--------------|------------|---------------|
| 2019-2020 | N/A | N/A | N/A |
| 2020-2021 | 53% | 73% | 67% |
| 2021-2022 | 49% | 77% | 72% |
| 2022-2023 | 60% | 55% | 40% |
| Evaluation | INTERMEDIATE | LOW | LOW |

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

| % of correct responses - First administered in September 2019 | | | | |
|---|--------------|------------------------|-----------------|----------------------------|
| Performance Measures | Number | Patterns and Relations | Shape and Space | Statistics and Probability |
| 2019-2020 | N/A | N/A | N/A | N/A |
| 2020-2021 | N/A | N/A | N/A | N/A |
| 2021-2022 | 53% | 60% | 57% | 68% |
| 2022-2023 | 73% | 91% | 73% | 86% |
| Evaluation | INTERMEDIATE | VERY HIGH | INTERMEDIATE | HIGH |

DRA+ (French Immersion Literacy): Formative assessment given to French immersion students in grades 7-9 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level

| Performance Measures | 7e année automne (Fall Grade 7) | 8e année automne (Fall Grade 8) | 9e année automne (Fall Grade 9) |
|----------------------|---------------------------------|---------------------------------|---------------------------------|
| 2021-2022 | 77% | 60% | 83% |
| 2022-2023 | 90% | 74% | 76% |
| Evaluation | VERY HIGH | INTERMEDIATE | INTERMEDIATE |

Strategies: Advance Literacy and Numeracy

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

Evaluation

Impact of strategies implemented

Strategy 1: Continuous improvement cycles

HIGH

Strategy 2: High-yield teaching strategies

HIGH

Areas of Strength:

- Commitment to rigor and excellence
- Dedicated teachers with experience and wealth of knowledge in content areas

- Implementing the Thinking Classroom (grade 7)

Areas for Growth:

- Need specific structures on how we review and analyze student data, set goals, and measure their impact using the action research model
- Consistent use of high yield strategies to improve numeracy and literacy

Next Steps:

- Continued learning and collaboration in designing for conceptual understanding and learning for transfer
- Using Data/Evidence in PLTs to develop strategies/approaches to improve student learning outcomes
- Manipulatives provided and encouraged to be used regularly in all classrooms
- PLTs to review multiple sources of data/evidence and determine strategies/approaches for Numeracy and Literacy focusing on deepening student understanding through transfer for learning and student engagement
- Expand the Thinking Classroom into grade 8

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)

Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

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

| Performance Measures | Cultural Belonging | | Comfortable Sharing Culture | | Encouraged and Accepted Sharing Culture | | School Priority of Truth and Reconciliation | | Personal Importance of Truth and Reconciliation | | Cultural Infusion Across All Subject Areas | | Understand Multiple Perspectives | | Understand Truth and Reconciliation | | Teachers Share Indigenous Perspectives | | |
|---|--------------------|-----|-----------------------------|-----|---|-----|---|-----|---|-----|--|-----|----------------------------------|-----|-------------------------------------|-----|--|-----|-----|
| | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | All | SI | |
| All Students (All) vs. Self-identified Indigenous (SI) | | | | | | | | | | | | | | | | | | | |
| 2019/2021 (2 Years) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2021-2022 Baseline | 46% | N/A | 43% | N/A | 62% | N/A | 54% | N/A | 62% | N/A | 43% | N/A | 76% | N/A | 59% | N/A | 62% | N/A | |

| | | | | | | | | | | | | | | | | | | |
|-------------------|-----|--------------|-----|-----|-----|-----|--------------|--------------|--------------|-----------|--------------|--------------|--------------|-----------|--------------|-----------|--------------|--------------|
| 2022-2023 | 52% | 67% | 42% | 33% | 53% | 33% | 63% | 67% | 76% | 100% | 60% | 67% | 70% | 100% | 77% | 100% | 70% | 67% |
| Evaluation | LOW | INTERMEDIATE | LOW | LOW | LOW | LOW | INTERMEDIATE | INTERMEDIATE | INTERMEDIATE | VERY HIGH | INTERMEDIATE | INTERMEDIATE | INTERMEDIATE | VERY HIGH | INTERMEDIATE | VERY HIGH | INTERMEDIATE | INTERMEDIATE |

| | |
|--|--|
| Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> | Evaluation <i>Impact of strategies implemented</i> |
| Strategy 1: Develop collective capacity to incorporate instructional practices that honour traditional teachings, incorporating strategies learning in our lead team book study. | LOW |

Areas of Strength:

- Continued willingness to learn and lead learning related to Indigenous foundational knowledge
- Including Land Acknowledgement in all formal events at the school

Areas for Growth:

- Continued knowledge and confidence in how to weave Indigenous Ways of Knowing throughout the curriculum
- Permeation/making connections to Indigenous Ways of Knowing throughout the curriculum

Next Steps:

- Create a student led group to lead and provide voice in how to weave indigenous ways of knowing within our school culture
- Bringing in elders, artists, dancers, drummers etc. to provide authentic and worthwhile cultural and learning experiences

Teaching, Learning and Leadership Results Analysis

| | | |
|--|--|--|
| <p style="text-align: center;">Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. |
|--|--|--|

- Professional learning is aligned to standards of professional conduct and standards of professional practice.
 - 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 and assessment and a common language of pedagogy.
 - Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
 - Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.
 - Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

| Performance Measures | Shared Vision, Mission & Values | Collaborative Culture | Collective Inquiry and Reflective Practice | Commitment to Continuous Improvement | Results & Action Oriented | In-service jurisdiction needs (AEAR) |
|----------------------|---------------------------------|-----------------------|--|--------------------------------------|---------------------------|--------------------------------------|
| 2019-2020 | N/A | N/A | N/A | N/A | N/A | 87.7% |
| 2020-2021 | 45% | 49% | 25% | 50% | 24% | N/A |
| 2021-2022 | 17% | 21% | 24% | 13% | 24% | 71.2% |

| | | | | | | |
|------------|------|-----------|--------------|--------------|--------------|-------|
| 2022-2023 | 83% | 94% | 70% | 67% | 67% | 58.5% |
| Evaluation | HIGH | VERY HIGH | INTERMEDIATE | INTERMEDIATE | INTERMEDIATE | LOW |

| | |
|---|---|
| <p align="center">Strategies: Advance excellence in teaching, learning, and leading</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> | <p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p> |
| <p>Strategy 1: Lead teachers and school leadership team</p> | <p>HIGH</p> |
| <p>Strategy 2: Differentiated Professional Development</p> | <p>HIGH</p> |

Areas of Strength:

- Teachers have a strong desire for excellence and rigor
- Teachers value opportunities to collaborate
- Students indicate that teachers have high expectations for their learning, and the work is rigorous requiring sustained effort
- Increased knowledge, understanding and support of the school's shared mission, vision and values

Areas for Growth:

- Provide opportunities for effective collaboration
- Focus on innovative, authentic and worthwhile learning experiences for students to have more students in the FLOW range and reducing those reporting boredom, apathy or anxiety especially in CTF courses

Next Steps:

- Creation of clear guidelines for success for CTF programming using the CTF Outcomes
- Opportunities for teachers to collaborate on how to properly assess the competencies
- Gather feedback from students on how CTF classes allowed for opportunities to plan, create, appraise and communicate and personal relevance to the course content
- Survey students to determine interest for options for them to explore interests, passions and skills while making personal connections to career possibilities