

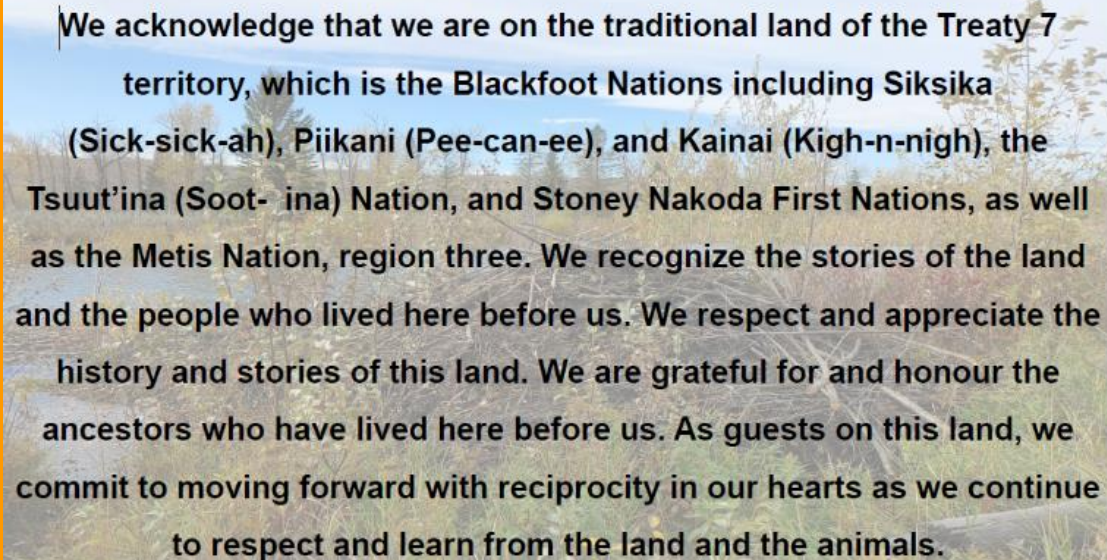
## C. Ian McLaren School Annual Education Results Report 2022-23

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

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

[School Website](#)

### School Land Acknowledgement



We acknowledge that we are on the traditional land of the Treaty 7 territory, which is the Blackfoot Nations including Siksika (Sick-sick-ah), Piikani (Pee-can-ee), and Kainai (Kigh-n-nigh), the Tsuut'ina (Soot-ina) Nation, and Stoney Nakoda First Nations, as well as the Metis Nation, region three. We recognize the stories of the land and the people who lived here before us. We respect and appreciate the history and stories of this land. We are grateful for and honour the ancestors who have lived here before us. As guests on this land, we commit to moving forward with reciprocity in our hearts as we continue to respect and learn from the land and the animals.

Vision

Engagement, Support and Success for each learner.

### Mission

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

### Priorities

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

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

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

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

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

### Providing Assurance

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

## Our Story of Learning

### THE FUTURE-FOCUSED MODEL FOR LEARNING

#### AGENCY

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

#### CONNECTION

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

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

#### PROBLEM-SOLVING LONGEVITY

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

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

## Our Goals and Strategies

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

## About Our School

Nestled within the breathtaking landscapes of the Diamond Valley, C. Ian McLaren School thrives amid vibrant communities. Our beautiful school caters to 177 students, supported by a dedicated team of 12 certified staff members and 12 invaluable support staff. Among them are specialists such as a part-time Family School Liaison Counsellor, a Wellness Coach, a Youth Development Coach, an Office Administrator, and a full-time Learning Commons Facilitator, all integral to our school's success. Situated across from Oilfield's High School, we serve as a vital feeder school, fostering a seamless educational transition for our students.

At the heart of our school is the Conscious Discipline program, a cornerstone of our character education initiatives, fostering a nurturing and inclusive environment. Conscious Discipline is a skill-based program that helps teachers, educational assistants and other adults who work in schools to strengthen children's social emotional skills. Conscious Discipline is based on connections. We use the model of a healthy school family to create a culture of support. Just as a family at home has routines and rituals, our school family has routines and rituals.

We also have a partnership with Minds Matter which represents an essential collaborative initiative between the Foothills School Division and Alberta Health Services Mental Health Capacity Building. This team diligently works to promote positive mental health across various demographics: children, youth, families, and individuals within our community who engage with children and youth. Over the past four years, their steadfast mantra has been to guide universal programming that champions mental health and wellness for all. Their efforts focus on enhancing essential skills, including stress management, cultivating positive relationships, raising awareness about mental health, and facilitating access to vital community supports.

Educators play an indispensable role in shaping the future by cultivating a dynamic learning environment that nurtures the potential of every student. At our school, our commitment extends beyond imparting knowledge; it involves the thoughtful implementation of new curriculums. Collaborating closely with divisional experts, we've focused on crafting learning experiences geared towards enduring understanding and practical application. Our teachers are pioneers, designing learning experiences that encourage students to grapple with intricate problems, fostering a deeper comprehension through conceptual lenses. Empowering students to take charge of their learning journey lies at the heart of our pedagogy, wherein we have implemented strategies to foster student agency. We've embraced innovative practices, utilizing thought books and digital portfolios to document and showcase students' evolving learning trajectories and growth. Creating accessible guides to success tailored for students has been central to our mission. Moreover, our efforts in designing authentic learning experiences through engaging projects encourage students to think critically, whether it's adopting a scientific, engineering, or artistic mindset. Through these initiatives, we aspire to instill not just knowledge but also the skills and mindset essential for success in an ever-evolving world.

## School Highlights and Celebrations

In this extraordinary year, as we collectively transitioned toward a semblance of normalcy, our primary focus has been fostering connections. We embarked on this journey by embracing a powerful theme: "We are all essential pieces of the puzzle, and together we create a harmonious whole." This theme allowed us to celebrate the unique gifts and talents of every individual within our school community.

Within our classrooms, our dedicated educators are unwavering in their commitment to delivering high-quality instruction to our students. We remain steadfast in our pursuit of deep learning and knowledge transfer through the lens of conceptual understanding. To achieve this, our staff collaborated closely with the esteemed educator, Garfield Gini Newman, to craft authentic learning projects that resonate with our students' interests and aspirations.

Our collective efforts bore fruit as we successfully secured two CPIP grants, which injected vitality into our educational landscape. Thanks to this funding, our students were able to construct bat boxes, cultivate greenhouses, and enrich our outdoor learning environments. Furthermore, we formed a symbiotic partnership with Oilfield High School students, actively supporting their sustainability projects while benefiting from their invaluable contributions to our initiatives.

Parallel to our academic pursuits, we have prioritized nurturing staff efficacy and fostering a deep understanding of our students' social-emotional needs. Our devoted team has demonstrated unwavering dedication, ensuring the continuity of high-level learning, student well-being, and upholding the ethos of our beloved motto, "SMALL SCHOOL BIG HEART."

Parents have played a pivotal role in the success of our school. We eagerly embraced the return of volunteers to our premises, where they have tirelessly contributed to classroom activities, event preparations, and hot lunch programs. Beyond the day-to-day operations, our school enjoys a dynamic partnership with an engaged and supportive school council and fundraising committee. We highly value the feedback and engagement of our parent community.

## Alberta Education Assurance Measures Report Summary

## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 5312 C Ian McLaren School

Assurance Domain	Measure	C Ian McLaren 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	<a href="#">Student Learning Engagement</a>	74.2	83.6	83.6	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	83.2	85.6	90.0	80.3	81.4	82.3	Very High	Declined	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	55.0	66.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	12.5	2.6	n/a	16.0	17.7	n/a	Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	83.7	85.9	91.4	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.0	88.4	88.4	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	81.5	80.2	80.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	82.9	77.9	81.0	79.1	78.8	80.3	Very High	Maintained	Excellent

# Aggregate Summary

Foothills School Division Assurance Survey  
 % of Parents with positive responses in each category excluding "Don't Know"

56

Results in Set

81% Program of Studies	61% Work Preparation	66% Citizenship	46% School Improvement	56% Welcoming, Caring, Respectful...
89% Quality of Education	61% Life Long Learning	90% Student Learning Engagement	52% Parental Involvement	59% Access to Supports

**Legend (From the Alberta Education Assurance Measures Report - 2022)**

- **Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

## 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](#)

This year, the focal theme driving our endeavors at CIM School is the power of reconnection. As we strive for holistic wellness within our school community, Student Matters, Conscious Discipline and Minds Matter are a few ways we are implementing our Ed Plan Strategies that profoundly impact our collective well-being. Our array of student-centred clubs, and extracurricular activities also support our story of engagement and fostering unity and inclusivity.

Through the dedicated efforts of our Professional Learning Teams (PLTs), we have transformed ideas into action, unpacked new curriculum together and used data to drive our instruction. Our commitment to collaborative design to enhance learning is unwavering. Our weekly grade-level PLT time has been essential in providing teachers the opportunity to engage in deep collaborative work.

Our commitment to transparent communication resonates through various channels, ensuring a seamless connection with parents and the broader community. From real-time updates on Facebook and Instagram to weekly emails and teacher correspondence, our communication strategies continue to showcase our story of engagement. We feel very supported by our engaged parent council and our partnerships with local agencies (such as McMann, Triple P Parenting, Senior Homes, and the Greater Family Resource Network).

At CIM, this year's journey is about more than just education; it's about rekindling connections, fostering collaboration, and amplifying the collective voice that propels us toward an even more engaged school community.

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

## Measures and Targets

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

### Provincial

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

### Local

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

## Evidence and Key Insights

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

<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Student Engagement:</b> Reconnecting is our theme this year. Student Matters continues to impact our school with the ideas and strategies that they come up with to support the wellness of our school community. Our student focused groups and clubs are essential to our school culture.</p>	<p>Very High</p>
<p><b>Staff Engagement:</b> Through our PLT work we created two learning spaces that impacted the whole school. We continue to meet weekly in our grade level PLTs to design learning. We have a strong group of teachers that sit on our planning team to map out our learning journey and staff meetings. Together, staff work on various volunteer committees to provide positive experiences for our learners, for example: Literacy week, Cross-graded Cougar Family Teams, Terry Fox Day, Remembrance Ceremonies, School Musicals</p>	<p>Very High</p>
<p><b>Parent Engagement:</b> We have a strong parent council that attend regularly. Parent Volunteers coordinate the school hot lunch program. Families join us for special assemblies and events such as the Halloween Parade, Remembrance Day, Sports Day, and grade six Graduation.</p>	<p>Very High</p>
<p><b>Community Engagement:</b> We continue to work with local agencies to support our community. (McMann, Triple P Parenting, Senior homes and Greater Family resource Network)</p>	<p>High</p>
<p><b>Communications:</b> We continue to find ways to communicate with our parents and community. (Facebook, Instagram, weekly emails, weekly teacher emails, myblueprint, etc)</p>	<p>High</p>

**Areas of Strength:**

- The Students Matters group is passionate about the wellness and well-being of our students. They worked hard to support the school with several different initiatives. Currently they are excited to help classrooms with regulating activities by creating toolboxes for each classroom.
- Wellness warriors/ RAKtivists continue to leave their mark and create student-led initiatives that support student wellness within our school.
- In our focus groups students can articulate the areas in their life that they have developed and showed confidence in. Students can also articulate the variety of strategies that they currently use to handle and manage stressful situations.
- The school has been learning about trauma informed practices over the last few years.

- CIM school has a strong continuum of supports, so that all learners can succeed
- CIM school has structures that allow for staff to be supported (embedded LC time, embedded planning time, embedded time to meet with our behavior strategist and psychologist)
- Revisited our continuum of supports this year and added some trauma informed best practices.

**Areas for Growth:**

- Continue to work with our students on developing positive peer relationships and confidence.
- Continue to teach students about resiliency and have them identify areas of resilience in their own lives.
- Developing more trauma informed practices at the tier one level on the continuum

**Next Steps:**

- Minds Matter to continue to work in the classrooms to develop the social emotional learning within our students at the universal level.
- Continue to work with Alethea Heudes, psychologist, to learn more about trauma informed practices.
- Continue to access our support people (wellness coach, youth development coach, behavior consultant) to support our staff and students.
- Continue to revisit our continuum of supports together.

## Continuous Improvement Results Analysis

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

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**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	94.2	85.8	84.7
2021-2022	85.9	77.9	60.7
2022-2023	83.7	82.9	67.9
Evaluation	High	High	Intermediate

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

Very Low     
 Low     
 Intermediate     
 High     
 Very High

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	83.6%	85.6%	85.9%	90.8%	80.2%	77.9%
2022-2023	90%	66%	89%	56%	59%	52%

Evaluation	Very High	Intermediate	High	Low	Low	Low
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<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b></p>	<p>High</p>
<p><b>Strategy 2:</b></p>	
<p><b>Strategy 3:</b></p> <p>Staff worked extremely hard together in their PLTs to design engaging work for students. They met with Garfield and other coaches from the division regularly. They embrace designing for learning for transfer. Each PLT chose an area of focus (agents of their own learning, students form conceptual understandings, and students live with complex problems over time) Teachers are also unpacking new curriculum and are designing learning cycles.</p> <p>All staff come together to share their learning from the lead team meetings.</p>	

**Areas of Strength:**

- Staff are working in **Professional Learning Teams (PLTs)**
- **Design:** Teachers design with the principles of **inquiry** in mind: students form **conceptual understandings**; students are **agents of their own learning**; and students live with **complex problems** over time
- **Assessment:** teachers provide guidance to ensure success, and clearly set out what is required to complete learning tasks
- **All staff** are part of a **lead team** (FNMI, Innovation and Design, Numeracy, Literacy, Learning Support)
- Staff are working with **Garfield Gini-Newman**, designing **Learning for Transfer**

**Areas for Growth:**

- continue to involve parents in decision making and providing feedback loops
- Continue to strengthen connections with parents

**Next Steps:**

- continue to communicate supports that the school has access to
- continue to work together in PLTs to design learning for transfer
- continue to unpack the new curriculums and utilize the learning cycles that were created by the lead teams



# 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](#)

At CIM school, our core mission is to provide more than just an educational experience; we strive to create a safe, inclusive, and supportive environment where every individual feels valued, respected, and encouraged. We are committed to fostering not only academic growth but also the overall well-being of our students. We work diligently to establish an atmosphere where students feel welcome, respected and feel like they belong. Our continuum of supports ensures that diverse needs of all learners are met. We continue to develop and design systems and implement structures tailored to individual, small group and whole class needs. Collaboration with our community partners is essential. Leveraging this support strengthens our programs and provides additional assistance to families, ultimately enhancing the conditions necessary for optimal learning and student well-being.

## Learning Supports Results Analysis

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

	<ul style="list-style-type: none"> <li>• Learners access a continuum of supports to be successful.</li> <li>• Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.</li> <li>• Learners build resilience and positive mental health skills.</li> <li>• Students' Matters and Staff Advisory take action to support wellness and well-being system wide.</li> </ul>	
<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• Learners demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• A robust continuum of supports ensures student success.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> <li>• Structures and systems support learning and meet the needs of students, families, staff, and communities.</li> <li>• Learners access continuum of supports.</li> <li>• Wrap around services and supports enhance conditions required for optimal learning and student well-being.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Continuum of Supports is visible and accessible.</li> <li>• Collaboration with education partners to support student learning and well-being.</li> </ul>
<p><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> 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.</li> <li>• <b>Access to Supports and Services:</b> 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.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.</li> <li>• <b>Access to Supports through a Continuum of Supports:</b> 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).</li> </ul>		

- **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	91.1%	90.8%
2021-2022	90.8%	80.2%
2022-2023	86.9%	81.5%
Evaluation	High	High

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

**above national norm**

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	92%	95%	77%	87%	88%
2020-2021	90%	79%	57%	74%	65%
2021-2022	70%	64%	57%	81%	62%
2022-2023	91%	84%	88%	99%	92%
Evaluation	Very High	High	Very High	Very High	Very High

<b>Strategies: Advance Wellness and Well-being</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Social emotional learning curricula are important as we continue to require strategies to support our students' mental health and well-being.	High
<b>Strategy 2:</b> Staff Advisory committee offers several different opportunities to bring wellness into the building.	
<b>Strategy 3:</b> We will continue to highlight the importance of being healthy and well in our meetings.	

<b>Strategies: Advance Continuum of Supports</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Having a wellness coach, youth development worker as well as access to a behavior consultant and psychologist has been essential to supporting our students and staff.	High
<b>Strategy 2:</b> Embedded time for teachers to work with our Learning coach is essential in supporting classrooms and teachers' universal design for	

learning.

**Strategy 3:**

Our school has focused on Trauma informed practices over the last couple of years. We revisited our continuum of supports this year and adjusted our strategies to reflect Trauma Informed practices.

Feedback loops will continue to inform our next steps.

**Areas of Strength:**

- The Students Matters group is very passionate about the wellness and well-being of our students. They worked hard to support the school with several different initiatives. Currently they are very excited to build regulation stations within the school.
- Wellness warriors/ RAKtivists continue to leave their mark and create student-led initiatives that support student wellness within our school.
- Social Emotional learning curricula are in place (Zones, Mind up, Paths, Circle of Courage, Conscious Discipline).
- In our focus groups students can articulate the areas in their life that they have developed and showed confidence in. Students can also articulate the variety of strategies that they currently use to handle and manage stressful situations.
- Individualized and targeted support groups are employed to support the social and emotional wellbeing of our students.
- The school has been learning about trauma informed practices over the last couple of years.
- CIM school has a strong continuum of supports which we review on a regular basis. We continue to add and learn about trauma informed practices.
- CIM school has structures that allow for staff to be supported (embedded LC time, embedded planning time, embedded time to meet with our behavior strategist and psychologist).
- Weekly meetings are held with the support staff to discuss problems of practice.
- CIM embeds a wellness focus in staff meetings, and we have a teacher on the staff advisory committee bringing back ideas for our school.

**Areas for Growth:**

- Continue to work with our students on developing positive peer relationships and confidence.
- Continue to teach students about resiliency and have them identify areas of resilience in their own lives.
- Developing more trauma informed practices at the universal level.
- Continue to add tools to the toolbox at the universal level to support the wide range of learners in the classroom.
- Continue to support staff in their wellness journey.

# 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](#)

At CIM school, learning isn't just about acquiring knowledge—it's about transferring that knowledge effectively. We embrace Truth and Reconciliation, and we are dedicated to fostering learner success through Indigenous learning, honoring diverse perspectives and promoting cultural understanding. At the heart of CIM's pedagogy we focus on best principles of practice for literacy and numeracy. We have been working on building a culture of innovation and design and nurturing learners to be innovative and creative thinkers. At the same time, we are encouraging agency and independence, we strive to empower learners to be the architects of their own educational journey.

**Student Growth and Achievement Results Analysis**

<b>Goal 1</b> <i>Desired Result</i> <b>Advance innovation and design</b>	<b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
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.	<ul style="list-style-type: none"> <li>• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learning that transfers.</li> <li>• Culture of innovation and design.</li> <li>• Learners are innovative and creative.</li> <li>• Learners demonstrate the <a href="#">competencies</a> to prepare them for their future.</li> <li>• Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.</li> <li>• Learners are agents of their own learning.</li> <li>• Learners demonstrate design thinking.</li> <li>• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>• Collaboration with community, industry, and education partners to support student success.</li> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> </ul>
<b>Goal 2</b> <i>Desired Result</i> <b>Advance learning for transfer</b> 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.	<i>Measurable statements of what we seek to achieve</i> <ul style="list-style-type: none"> <li>• Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum.</li> <li>• Learners form conceptual understandings.</li> <li>• Learners are agents of their learning.</li> </ul>	<i>Indicators of achieving outcomes</i> <ul style="list-style-type: none"> <li>• Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>• Improvement in student agency using ongoing feedback to reflect continuously on progress,</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners are allowed to live with complex problems over time.</li> <li>• Deep transferable learning.</li> <li>• Learners will have high quality learning experiences.</li> <li>• Students will be well prepared for their future while remaining current and relevant in local and global contexts.</li> <li>• Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>• Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<p>identify strengths and areas of need and set new learning goals.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate transfer of learning.</li> <li>• High quality learning opportunities and experiences.</li> <li>• Measures indicate that learners are intellectually engaged in their learning.</li> <li>• Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>• Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</li> </ul>
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**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	87.3%	88.9%	86.9%	94.2%	83.3%	85.9%
2021-22	71.2%	71.4%	85.6%	85.9%	57.3%	83.6%
2022-2023	87.9%	64.3%	83.2%	83.7%	77.3%	74.2%
Evaluation	Excellent	Good	Excellent	Excellent	Good	Good

**Alberta Education Assurance Measures Report**

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-2020	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	N/A

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

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

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



Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	80%
2020-2021	94%	87%	88%	78%	N/A	N/A	N/A
2021-2022	97%	85%	88%	88%	N/A	N/A	N/A
2022-2023	95.5%	92%	89%	91%	76%	74.5%	81%
Evaluation	Very High	Very High	Very High	Very High	High	Intermediate	High

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>
<b>Strategy 1:</b> We are committed and dedicated to designing learning for transfer. We have created a design lab that allows for an opportunity for students to innovate, create and design.	High
<b>Strategy 2:</b> Leverage teacher leads	
<b>Strategy 3:</b> Leverage the experts in the division for support.	

**Areas of Strength:**

- Teachers are passionate and engaged in professional development in “learning for transfer”
- Teachers are designing authentic learning tasks that involve students living with real world, authentic, hands-on learning experiences.

**Next Steps:**

- Continue to design learning in an authentic way
- To learn my blueprint next year and to imbed growth over time in a digital portfolio

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>
<b>Strategy 1:</b> Staff are dedicated to working in professional learning teams. They are committed to designing learning in an authentic way.	

	High
<b>Strategy 2:</b> Staff are committed to unpacking and learning the new curriculum as well as learning to teach through the learning cycles.	
<b>Strategy 3:</b> Leverage the experts in the division for support. We also have 3 teachers on the new curriculum design that support us.	

**Areas of Strength:**

- Staff are passionate about the work they are doing.
- Three of our teachers of curriculum leads for the entire school division.
- The work that is being done at a system level has been recognized and acknowledged at the provincial level.

**Next Steps:**

- Continue unpacking the new curriculum and utilizing the learning cycles from the division when planning and designing learning

<b>Goal 3</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance First Nations, Métis, and Inuit student success</b> Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful.</li> <li>• Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation.</li> <li>• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>• Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (<a href="#">Alberta Education Ministerial Order on Student Learning, p.2</a>).</li> <li>• Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success.</li> <li>• All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</li> <li>• Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>• Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>• Learners share positive experiences and conditions for success.</li> <li>• Learners experience respectful and reciprocal relationships with their school community.</li> </ul>

	<ul style="list-style-type: none"> <li>The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.</li> </ul>	
<p align="center"><b>Goal 4</b> <i>Desired Result</i></p> <p align="center"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p align="center"><b>Outcomes</b></p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>Learners are literate and numerate.</li> <li>Learners have literacy and numeracy competency to engage in learning across content areas.</li> <li>Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.</li> <li>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>Balanced literacy and numeracy programming advanced student growth and achievement.</li> <li>Learners have high quality learning experiences in literacy and numeracy.</li> <li>Learners apply knowledge, understanding and skills in authentic contexts and situations.</li> <li>Deep transferable learning.</li> </ul>	<p align="center"><b>Indicators</b></p> <p align="center"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.</li> <li>Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>Learners demonstrate transfer of learning.</li> <li>High quality learning opportunities and experiences.</li> </ul>

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

- Provincial**
- Learning Outcomes (PAT & Diploma):**
    - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
    - Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- Local**
- Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regard to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
  - RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
  - GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**  
**Advance Literacy and Numeracy**

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

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

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
<b>2021-2022</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2022-2023</b>	N/A	N/A	N/A	N/A	59.5%	13.5%	59.5%	5.4%	N/A	N/A

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

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

Performance Measures	Listening	Vocabulary	Comprehension
<b>2019-2020</b>	50%	100%	50%
<b>2020-2021</b>	71%	41%	57%
<b>2021-2022</b>	70%	64%	56%
<b>2022-2023</b>	62%	57%	52%
<b>Evaluation</b>	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
<b>2019-2020</b>	n/a	n/a	n/a	n/a
<b>2020-2021</b>	n/a	n/a	n/a	n/a
<b>2021-2022</b>	52%	62%	59%	74%
<b>2022-2023</b>	61%	63%	68%	74%
<b>Evaluation</b>	Intermediate	Intermediate	Intermediate	Intermediate

<b>Strategies: Advance Literacy and Numeracy</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<p><b>Strategy 1:</b> Advance system-wide use of high-yield principles and practices within English and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.</p>	Intermediate
<p><b>Strategy 2:</b> Revisiting mathematical mindset Deepening our understanding of mathematical processes Designing for learning specifically in math that allows for the following math learning progression: concrete, pictorial and symbolic Teachers implementing strategies learned at FSD Math and Literacy sessions</p>	
<p><b>Strategy 3:</b> Unpacking new curriculum and designing learning with a conceptual lens Looking at a common math assessment and creating actionable next steps (mipi) Focusing on flexibility and fluency of basic math number concepts so that they have automaticity; this leads to confidence when going deeper into learning for transfer</p>	

**Areas of Strength:**

- We have a dedicated and committed staff who are working hard as a whole school team to identify and close gaps.
- We have strong PLT that work collaboratively.

**Next Steps:**

Our data is showing that the pandemic has had an impact on learning. We are committed to working collaboratively to close learning gaps. We are committed to creating structures within the classroom to allow for response to intervention opportunities. We are committed to working as a whole school team to identify and close gaps.

- Continue to develop tools for our toolbox at a universal level.
- Staff are learning new programs to address gaps (matifique , my Blueprint and a new math assessment)
- Staff work closely with divisional experts to implement more universal design strategies.

### Evidence and Key Insights

#### Advance First Nations, Métis, and Inuit student success

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

*Impact and effectiveness of strategies implemented in achieving goal*

#### Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2021-2022 Baseline</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2022-2023</b>	74%	83%	74%	100%	72%	100%	80%	100%	76%	100%	77%	100%	69%	100%	78%	83%	83%	93%
<b>Evaluation</b>	High	High	High	Ex	In	V High	High	V High	High	V High	High	V High	In	V High	High	High	High	V High

<p align="center"><b>Strategies: Advance First Nations, Métis, and Inuit student success</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Staff are working closely with Charity Tegler who is our Indigenous Learning Facilitator to <b>advance instructional practices</b></p> <p>We have <b>deepened our cultural appreciation</b> through our learning and understanding around the circle of courage, medicine wheel and 7 Grandfather teachings</p> <ul style="list-style-type: none"> <li>○ we are taking our own personal journey on what it means for all things to be in balance and harmony</li> <li>○ building understanding of indigenous ways of being and doing through an emphasis to learning through the outdoors and connecting with one another through circles.</li> </ul>	<p>High</p>
<p><b>Strategy 2:</b> Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.</p>	
<p><b>Strategy 3:</b> Advancing reconciliation through school wide participation in events such as Indigenous day wearing Orange Shirts for Every Child Matters Day, celebrating Metis month, implementing Indigenous traditional games day</p> <ul style="list-style-type: none"> <li>○ learning about and participating in Indigenous Activities</li> </ul>	
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Staff are excited to take learning outside</li> <li>• Staff embed Indigenous principles in their learning cycles</li> <li>• Staff reach out to Divisional support as needed</li> <li>• Staff are committed to advancing Reconciliation</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Embed two-eyed seeing principles in our learning cycles next year</li> </ul>	

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

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

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

#### Provincial

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

#### Local

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

### Evidence and Key Insights

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

**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)
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<b>2019-2020</b>						100%
<b>2020-2021</b>	100%	96%	65%	85%	72%	100%
<b>2021-2022</b>	81%	96%	65%	85%	72%	85.2%
<b>2022-2023</b>	100%	100%	100%	100%	100%	100%
<b>Evaluation</b>	Very High	Very High	Very High	Very High	Very High	Very High

<p align="center"><b>Strategies: Advance excellence in teaching, learning, and leading</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Staff attend system learning days where there is a three-year plan on learning how to teach for transfer: students form conceptual understandings; students are agents of their own learning; students learn about complex problems.</p> <p>Staff are learning how to design learning with a provocation, learning launches, creating guide to successes, engaging students with a critical challenge and including an overarching critical inquiry question to guide the learning.</p>	<p>Very High</p>
<p><b>Strategy 2:</b> Through shared leadership opportunities, and collaborative conversations across grade level teams, we will continue to discuss best practices, and share PLT learning and successes.</p>	
<p><b>Strategy 3:</b> Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.</p>	
<p><b>Strategy 4:</b> Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning.</p>	

**Areas of Strength:**

- Staff are engaged in the work
- We have 2 lead teachers who are on the Lead Curriculum team that help support and guide the work.

**Next Steps:**

- Next year we will have several new staff members who will be learning about CIM school and the culture we have created.
- We have decided to create blended classes which will also be an area of growth for us.