

Year 3 - Ecole Joe Clark School Annual Education Results Report 2023-24

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

[School Education Plan 2023-2024 \(Year 3\)](#)

[School Website](#)

School Land Acknowledgement

In the spirit of respect and truth, we would like to acknowledge that we hold this gathering on Treaty 7 land. We gather on the traditional territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Metis community and specifically, the Métis Nation Region Three of Alberta. We give this land acknowledgement as a reminder that we are all members of Treaty 7 and that we have a shared responsibility for the future of this land and all its people. We take this time to reflect on Alberta's past and we thank you for working together for its future.

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

Providing Accountability and Assurance

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

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

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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

Our Goals and Strategies

<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	<p style="text-align: center;">FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</p> <p>SYSTEM INFLUENCES</p> <ul style="list-style-type: none"> Government of Alberta Education Act Teacher Quality Standard Leadership Quality Standard Superintendent Leadership Quality Standard Community Partnerships Community Voice FSD Contract Education Plan Funding Partners Municipalities Parent Involvement Student Voice School Councils & CDSAC Students Teachers Trustees Union Workforce Engage FSD Health, Administration, Finance Staff Advisory Council Superintendent Advisory <p>SYSTEM ASSURANCES</p> <ul style="list-style-type: none"> Annual Education Results Report Assurance System Board Minutes & Financials Capital Plan Planning Communities Financial Statements Labour Profiles Standardized Examinations Successful Students <p>FOOTHILLS SCHOOL DIVISION</p>	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

Ecole Joe Clark School Overview

Ecole Joe Clark School is a dual-track school serving students from Junior Kindergarten to Grade 5. Our school boasts a highly diverse student population of approximately 335 students, enrolled in both French Immersion and English Programming.

Staff and Support

Our dedicated team includes:

- Thirteen classroom teachers
- A full-time physical education specialist
- A full-time learning commons facilitator
- A part-time music specialist
- A part-time family school liaison counsellor
- Thirteen educational assistants
- A learning coach
- A part-time French immersion learning coach
- An office administrator
- Our administration team (principal and vice principal)

Community and Student Engagement

Our student population primarily serves the eastern half of the High River community. We lead with our hearts and firmly believe that all students can learn. We cultivate opportunities for whole-school activities, fostering a sense of community and belonging. Ecole Joe Clark School is renowned for its student leadership capacity, strong community connections, and dynamic approach to supporting complex student needs.

Professional Learning Communities

Our commitment to working in Professional Learning Communities (PLCs) allows our staff to collaborate effectively, meeting all student needs and enhancing their own professional growth.

School Identity and Mission

We proudly identify as the Joe Clark Broncos. Our mission is encapsulated in our motto: "Believe in yourself, Découvrez le leader en vous!" (Discover the leader in you!).

Visual Highlights

For visual highlights of our school year, please visit the Ecole Joe Clark School Instagram feed (@joeclarkschool).



School Highlights and Celebrations

- **Culture of Collective Responsibility:** Our staff's commitment to a culture of collective responsibility is evident in their approach to supporting all learners. This has been particularly crucial as we navigate multiple challenges and changes.
- **Dynamic and Engaged School Council:** Our school council continues to grow, with meetings well-attended by a diverse group of parents representative of our community. Increased parent volunteer participation reflects our community engagement.
- **Robust Music Program:** Our music program offers choir, musical theory, and exposure to various instruments, enriching our students' educational experience.
- **Investment in Physical Education:** We believe in the importance of physical literacy, wellness, and sports opportunities for all students, supported by our dedicated physical education specialist and a multitude of extracurricular sport teams offered to students.
- **High Achievement on Accountability Pillar Survey:** Over the past five years, we have consistently achieved high results on the Accountability Pillar Survey across all areas. Our Annual Education Results Report mirrors this trend, showcasing our commitment to excellence.
- **French Immersion Program:** Our French Immersion program is continuing to grow with resources put into support diverse needs with a French Immersion Learning COach and piloting a full time french Immersion Kindergarten,
- **Multidisciplinary Team Approach:** Our multidisciplinary team approach allows us to address the diverse needs of our students effectively.
- **Community Support** High River has faced significant challenges, including floods, socio-economic issues, and the COVID-19 pandemic. Throughout these times, we have remained steadfast in our support for our students and community, providing a safe and caring environment for all to thrive.

These highlights reflect our dedication to fostering a supportive, inclusive, and high-achieving school environment.

Alberta Education Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	84%	High
Citizenship	86%	High
Education Quality	85%	High
Lifelong Learning	71%	Intermediate
Parental Involvement	75%	Intermediate
Program Access	82%	High
Program of Studies	87%	High
Program of Studies/At risk students	85%	High
Safe and Caring Schools	90%	Very High
School Improvement	73%	Intermediate
Student Learning Engagement	88%	High
Welcoming Caring Responsive Student Learning Environment	91%	Very High
Work Preparation	77%	Intermediate

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	65	n/a
Citizenship	81.1	Very High
Education Quality	86.8	Intermediate
Lifelong Learning	70.9	Intermediate
Parental Involvement	77.7	Intermediate
Program Access	70.4	Low

Program of Studies	81.7	Very High
Program of Studies/At risk students	66	Very Low
Safe and Caring Schools	88.1	Very High
School Improvement	68.3	Low
Student Learning Engagement	82.8	n/a
Welcoming Caring Responsive Student Learning Environment	86	n/a
Work Preparation	76.9	Intermediate

Measure Evaluation

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

Goal Achievement Measure

Very Low
 Low
 Intermediate
 High
 Very High

Engagement

Our Story of Engagement

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

Governance

Although promoting engagement for each learner is vital every school year, we have made every effort based on feedback received to gather voice, perspective, build self-confidence, and encourage deep learning. Through several initiatives this year, we had many students from a variety of grade levels become school leaders.

Our engagement is best exemplified on our activity on social media. School Council manages a school council Facebook page, and various staff maintain our school Instagram account. These venues allow us to tell the story of our school as it unfolds each year and reflect upon what was accomplished and what areas of growth we need to continue to work on as a school community.

Through key engagement efforts, we have been able to share the culture of our school. New families moving to High River will use our social media as a way of understanding who we are as a school. Positive school culture is a strength of Ecole Joe Clark School, and it leaks out into the community. We continue to build relationships with community partners and help our students see the value in being responsible and respectful citizens. We view our local agencies as key stakeholders and supports in our students' education.

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>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Measures and Targets

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

Provincial

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

Local

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

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;">Strategies</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;">*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Student Engagement</p> <ul style="list-style-type: none"> - Working with our student matters representatives to provide voice to the decision-making process. - Including students from grade levels outside of grade five to have voice at Students' Matters. 	<p>High</p>

<p>Strategy 2: Staff Engagement</p> <ul style="list-style-type: none"> - Development of a Lead Team Planning Committee that provides leadership on Professional Development and educational planning. - Collective efficacy is promoted and celebrated by setting high expectations and gathering staff voice in decision making. 	<p>High</p>
<p>Strategy 3: Parent Engagement</p> <ul style="list-style-type: none"> - School Council: Feedback on decision making processes. - Parents are given specific and intentional opportunities to engage in conversation about their child’s personal and academic goals 	<p>High</p>
<p>Strategy 4: Community Engagement</p> <ul style="list-style-type: none"> - Community Connections: Creation of a committee that engages local agencies such as Foothills Immigrant Services, Rowan House, Child and Family Services, Alberta Health Services, Inclusion Foothills, High River Recreation Centre, etc. - Involve our greater school community to be involved in activities and initiatives. 	<p>High</p>
<p>Strategy 5: Communications</p> <ul style="list-style-type: none"> - Social Media strategy: Instagram, Facebook and twitter accounts and campaigns with timely engagement opportunities for stakeholders and students. - Monthly newsletter to families. 	<p>Very High</p>

Areas of Strength

- **Strong and Consistent Attendance at School Council Events:** Our school council events are consistently well-attended, reflecting strong engagement from our parent community.
- **Growing Community Connections:** We continue to build and strengthen our connections with local organizations, enhancing our community support network.
- **Student Leadership Team:** We have expanded our student leadership team to include students from grades 3-5, increasing student voice and participation in school initiatives.
- **Enhanced Parent Involvement:** By separating fundraising activities from school council meetings and diversifying these meetings, we have created more opportunities for parents to volunteer and engage with the school.
- **Online Volunteer Sign-Up:** We have implemented online sign-up forums to provide more convenient opportunities for parents to get involved in volunteer activities.

Areas for Growth

- **Student Input and Leadership:** We aim to continue seeking student input and feedback to create more opportunities for student involvement in leadership initiatives.
- **Strengthening Shared Leadership:** We are focused on building capacity among staff by strengthening our shared leadership team.
- **Growing School Council:** We aim to continue strengthening and expanding our school council to ensure broad representation and engagement.
- **Increasing Transparency:** We are committed to enhancing transparency through improved communication with all stakeholders.

Next Steps

- **Student Voice in Decision-Making:** Our Students’ Matters committee has highlighted the importance of incorporating student voice into school-based decision-making processes. We will focus on ensuring that student input is a key part of our assurance measures.
- **Strengthening Shared Leadership Structures:** We will investigate and implement systems and structures to strengthen our school-based shared leadership team. This strategy is informed by staff feedback indicating a need for greater connection, alignment, and information sharing.
- **Building Social Media Engagement:** We will continue to build our social media presence, particularly on Instagram, to enhance community engagement.
- **Learning Opportunities for Families:** We plan to increase learning opportunities for families through school council initiatives, such as programs from the Alberta School Council Association, We Thinkers through Alberta Health Services, etc.
- **Regular and Timely Communication:** We will ensure regular and timely communication from the school and classrooms to homes via email, weekly updates, phone calls, and a communication plan for student progress.
- **Increasing School Council Attendance and Representation:** We will work to look for ways to increase school council attendance and representation from all programs through various methods, including parent recruitment, room representatives and incentives.
- **Updating Bylaws:** We will update our School Council and Fundraising Bylaws to reflect current practices and policies.

Continuous Improvement Results Analysis		
Goal Desired Result	Outcomes	Indicators

<p style="text-align: center;">Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for
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continuous improvement in student growth and achievement

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measure

Education Quality

Parental Involvement

Continuous Improvement

2020-2021	92.3%	86.0%	N/A
2021-2022	92.3%	90.7%	61%
2022-2023	92.4%	83.3%	81.8%
2023-2024	86.8%	77.7%	68.3
Evaluation	Intermediate	Intermediate	Low

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020 -2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	95%	89%	98%	85%	86%	77%
2022-2023	95%	87%	97%	90%	92%	78%
2023-2024	93%	85%	84%	93%	83%	82%

Evaluation	Very High	High	High	Very High	High	High
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Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> <small>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</small>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Build staff capacity in using data to inform next steps within a collaborative team.	Good
Strategy 2: Create conditions for collaboration that leads to informed practice	Very Good

Areas of Strength

- Our school has achieved strong scores in the Student Learning Engagement and Safe, Caring, and Welcoming domains of the FSD Assurance Survey.
- We have seen high participation rates from our school community in the local assurance survey. This high level of engagement ensures that we receive comprehensive feedback to guide our improvement efforts.
- According to our intellectual engagement survey, the majority of our students report being in a state of “flow” during their learning activities. This indicates that students are deeply engaged and motivated in their studies.

Areas for Growth

- We aim to explore new and creative ways to increase parental involvement at both the school and classroom levels. Engaging parents more effectively will enhance our school community and support student success.
- We plan to capitalize on professional learning days to focus on increasing the quality of learning opportunities, particularly in instructional practices. This will help us ensure that our teaching methods are effective and impactful.

- We need to find ways to better highlight the improvement efforts our school is undertaking. This will help stakeholders understand and appreciate the progress we are making.

Next Steps

- We will look for ways to address the continuous improvement sector of our study, ensuring that we are always striving to enhance our practices and outcomes.
- We will continue to promote opportunities for engagement at both the system and school levels. This includes participation in initiatives such as Students Matter, the Alberta Education Assurance Survey, the FSD Assurance Survey, School Council, and the FSD Council of School Councils (COSC).
- We will incorporate stakeholder input based on engagement at various points throughout the year. This will ensure that our decisions are informed by the perspectives and needs of our community.
- We will focus on building professional capacity and fostering a commitment to continuous improvement among all stakeholders in our school community. This will involve providing ongoing professional development and support to our staff.

Support

Our Story of Support

Joe Clark School is a dynamic school with a highly collaborative staff. All staff (teaching & support), develop a deep understanding of student narratives in order to meet each student where they are at in their learning journey. We meet students and staff where they are to optimize learning. This means curating conditions for learning and support. Our school requires a culture of wellness and well-being for all and our continuum of supports, although comprehensive, requires flexibility.

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

For further information on SUPPORT follow links to:

Wellness continuum: <https://docs.google.com/document/d/1f3mssdQbjCIRdKjTVr6mZKOesaoFNUdQgXqLU8hLnR0/edit>

Conditions for Collaboration: https://docs.google.com/presentation/d/1gTvTpijByFHsLn8T4Bb7_YPdZibwD1onIKlyoLtew/edit?usp=sharing

Positive Behavior Supports: <https://docs.google.com/presentation/d/1IIR-kHXBVR2b3rR2bg44q6ElOm7VxtbL916SMIDTqOk/edit?usp=sharing>

Supporting Positive Behavior Supports in Alberta Schools: A School Wide Approach, Alberta Education

Learning Supports Results Analysis

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance wellness and well-being: 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"> • learners contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • learners are active, healthy, and well • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities

		<ul style="list-style-type: none"> • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
<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 contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	87.9%	85.9%
2021-2022	88.4%	79.3
2022-2023	86.9%	76.2%

2023-2024	88.1		65%		
Evaluation	Very High		n/a		
<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
2020-2021	70%	46%	22%	60%	55%
2021-2022	72%	56%	48%	40%	60%
2022-2023	80%	70%	65%	68%	89%
2023-2024	89%	76%	74%	81%	89%
Evaluation	High	Intermediate	Intermediate	Intermediate	High
<p style="text-align: center;">Strategies: Advance Wellness and Well-being</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;">*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>					<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Prioritize Positive Behavior Support through Social Emotional Learning competencies and a progressive discipline continuum that includes fair and predictable consequences as well as clear and consistent expectations.</p>					High

Strategy 2: Develop and implement a continuum of wellness with the Staff Advisory Committee	Intermediate
<p style="text-align: center;">Strategies: Advance Continuum of Supports</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;"> <small>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</small> </p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
Strategy 1: Engaging our community support committee and including them in the continuum of supports by utilizing high yield strategies with staff to ensure optimal learning and working with the Collaborative Response Team to advance the continuum based on student referral data.	<p style="text-align: center;">High</p>
Strategy 2: Promote and cultivate a culture of shared leadership with staff and students by establishing conditions of a collaborative culture through our learning plans through connection throughout Professional Learning Teams to cultivate a culture of leadership and team.	<p style="text-align: center;">High</p>

Areas of Strength

- Our learning support team has strong connections and works efficiently to assist students, providing targeted and effective support.
- Stakeholders consistently report feeling safe and cared for in our building, as reflected in both provincial and local measures.
- We have observed growth in all areas of our SOSQ data, indicating continuous improvement in our school environment.
- Students report having strong peer relationships, contributing to a positive and supportive school culture.
- The introduction of “Bronco Tickets” has been successful in recognizing and promoting positive behavior among students.
- Our engagement in cohort work with Garfield Gini-Newman has deepened our instructional practices, planning, and assessment, leading to improved educational outcomes.

Areas for Growth

- We aim to explore new strategies to enhance students' external resilience, self-confidence, and internal resilience.
- We will continue to seek ways to prioritize wellness within our building, ensuring that the well-being of students and staff is a central focus.
- We plan to create more leadership opportunities for both staff and students, allowing them to leverage their areas of interest and expertise.

Next Steps

- We will work on improving students' feelings of internal resilience and self-confidence by increasing their ownership and voice in school decisions.

- We will continue to build our shared leadership team through purposeful engagement in activities, fostering a collaborative and inclusive leadership culture.
- We will emphasize the development of a trauma-informed culture for students, contributing to healthy school cultures and inclusive learning environments.
- In partnership with the school community and provincial nutrition programs, we will provide students with healthy breakfast and lunch options through our School Breakfast Program and Food for Thought initiative.
- We will continue to build, implement, refine, and expand the continuum of supports around student wellness, regulation, and social-emotional learning.
- We will create safe and flexible spaces for student learning, such as a learning coach room, sensory room, and student quiet spaces, to support diverse learning needs.
- We will solidify our progressive discipline policy and make it more transparent to stakeholders, ensuring clarity and consistency in our approach.

Success

Our Story of Success

[Alberta Learning Competencies](#)

[Assessment and Reporting](#)

[Career Education](#)

[Innovation and Design](#)

[Learning that Transfers](#)

[First Nations, Métis, and Inuit student success](#)

[French Immersion](#)

[Literacy](#)

[Numeracy](#)

Ecole Joe Clark School's student growth and achievement reflect a large gap in literacy and numeracy. This gap has been present pre-pandemic and has grown post-pandemic. When provided intensive intervention and support, such as the recent literacy and numeracy grant, the gap becomes smaller. Teachers focus on universal, high yield strategies but the learning gap continues. Contributive factors are Socioeconomic status, transiency, trauma impact, truancy and/or learning challenges. Despite the learning

achievement gap present in our school, students report as being in “flow” and our assurance results are excellent. This contributes to the deep sense of connection students and families have to the school. The challenge is focusing on a deep connection to learning and what that means for students. We must frame success around the belief that excellence isn’t standardized and can be personalized: Personal excellence. Every student can achieve personal excellence and every student can learn.

Student Growth and Achievement Results Analysis

<p>Goal 1 <i>Desired Result</i> Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
<p>Goal 2 <i>Desired Result</i> Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>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 • students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<p>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 students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

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

Local

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

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

Alberta Education Assurance Survey

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	N/A	N/A	82.4%	92.3%	N/A	83.3%
2021-22	N/A	N/A	79.3%	92.3%	N/A	83.2%
2022-2023	91.6%	78.1%	82.1%	92.4%	66.4%	84.7%
2023-2024	81.7%	76.9%	81.1%	86.8%	80.9%	82.8%

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	89%	77%	79%	89%	58%	71%	16%
2022-2023	91%	76%	77%	84%	62.5%	65.5%	24%
2023-2024	88%	76%	81%	90%	64%	61.5%	48%
Evaluation	High	High	High	Very High	Intermediate	Intermediate	Low

<p align="center">Strategies: Advance Innovation and Design</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">*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Advance the use of My Blueprint as an E-portfolio and career exploration tool for students.</p>	<p>Low</p>

Strategy 2: Provide teachers with more opportunity to collaborate to build upon their understanding of Innovation and Design.	Intermediate
<p style="text-align: center;">Strategies: Advance Learning for Transfer</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>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
Strategy 1: Advance awareness of high impact, research-based assessment principles, and practices to achieve optimal student success in any learning environment by aligning with divisional professional development.	High
Strategy 2: Advance student success through sustained conceptual learning for depth and transfer.	High
Strategy 3: Leveraging e-portfolio feature of my blueprint as evidence of student engagement and success.	Low

Areas of Strength

- Our school consistently receives high scores for positive experiences, reflecting a supportive and engaging environment for students.
- Participation in the Garfield Gini-Newman cohort has significantly advanced staff learning, fostering a deeper understanding of innovative teaching methods.
- We effectively deliver the program of studies curricular outcomes, ensuring comprehensive and high-quality education for our students.
- Our efforts in building citizenship within our students have been successful, promoting responsible and engaged community members.
- Students report that their learning is relevant and that high expectations are placed on them, contributing to their academic growth and motivation.
- We provide embedded time for teachers to collaborate with grade-level teams, the learning support team, or individually, advancing their pedagogy and instructional strategies.
- There is regular and effective communication between school and home through the FSD System of Reporting, including documentation of student learning, portfolios, and progress updates.
- Our partnership with Spitzee School through PD with Garfield Gini-Newman has increased the prevalence of learning that transfers concepts across classrooms.

Areas for Growth

- We need to build stakeholders' understanding of Career and Technology Foundations (CTF) learning in classrooms to enhance engagement and support.
- Developing targeted strategies to improve the quality of education, particularly in Mathematics, English Language Arts (ELA), and CTF learning, is essential.
- Equipping students with work preparation and lifelong learning skills remains a priority to ensure their future success.

Next Steps

- We will allocate time for teachers to collaborate with the learning support team, bringing their passion for building, exploring, and the iterative process into their classrooms.
- As a staff, we will explore My Blueprint, utilizing paper portfolios as a reflection and communication tool with the goal of transitioning to digital portfolios in the future.
- We will use cross-curricular connections to deepen student understanding and enhance instruction in ELA and math.
- Leveraging existing group collaborative structures, we aim to build school capacity in Maker-Centered and CTF learning.
- We will support teachers in designing learning experiences that focus on conceptual understanding, increased challenge, deepened thinking, student agency, and lifelong learning.
- Collaborating with Professional Learning Communities, we will develop rich tasks that are meaningful to students and connect curricular concepts to real-life applications, such as project-based tasks and rich questioning.
- Utilizing local professional learning days, we will work as teams to develop high-quality tasks and assessments that encourage deep and transferable learning.

Goal 3 <i>Desired Result</i>	Outcomes	Indicators
<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>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences

	<p>Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</p> <ul style="list-style-type: none"> learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools FSD Truth and Reconciliation Toolkit supports improved Indigenous student success First Nation, Metis and Inuit families that are actively involved in educational decisions the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
<p align="center">Goal 4 <i>Desired Result</i> 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 align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active</p>	<p align="center">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)

and informed citizens leading healthy lives of meaning.” [AB ED Ministerial Order on Student Learning](#)

- improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

Advance Literacy and Numeracy & 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

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

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

Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	71%	48%	51%
2021-2022	76%	56%	64%
2022-2023	44%	56%	47%
2023-2024	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a

****due to a data entry error in the spring of 2024 this information is not available this year****

Self-Identified First Nations, Metis and Inuit GRADE Assessment (Literacy):

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

Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	100%	50%	25%
2021-2022	50%	50%	50%
2022-2023	N/A	N/A	N/A
2023-2024	n/a	n/a	n/a
Evaluation	N/A	N/A	N/A

****due to a data entry error in the spring of 2024 this information is not available this year****

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	N/A			
2021-2022	63%	67%	68%	77%
2022-2023	64%	51%	66%	84%
2023-2024	n/a	n/a	n/a	n/a
Evaluation	N/A	N/A	N/A	N/A

GB+ (French Immersion Literacy): This formative assessment is given to French immersion students in grades 2-6 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	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2020-2021	9%	54%	30%	34%	N/A
2021-2022	22%	55%	33%	50%	N/A
2022-2023	22%	55%	29%	34%	N/A
2023-2024	n/a	n/a	n/a	n/a	n/a
Evaluation	N/A	N/A	N/A	N/A	N/A

****due to a data entry error in the spring of 2024 this information is not available this year****

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)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	100%	N/A	33%	N/A	67%	N/A	100%	N/A	67%	N/A	67%	N/A	33%	N/A	33%	N/A	67%	N/A
2022-2023	67%	N/A	67%	N/A	59%	N/A	59%	N/A	71%	N/A	67%	N/A	66%	N/A	63%	N/A	74%	N/A
2023-2024	64%	67%	60%	33%	52%	67%	71%	33%	77%	33%	71%	67%	67%	67%	62%	33	72%	67%
Evaluation																		

Strategies to 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> *Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)	
Strategy 1: Continue to develop collective capacity to incorporate instructional practices that honour traditional teaching and weave foundational ways of knowing into the curriculum for the success of each learner through: a. Parent and Community Engagement b. Staff Learning and Instructional Practices. c. Cultural Appreciation d. Student Support	Intermediate
Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.	Intermediate
Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	Intermediate

Areas of Strength:

- We have access to services through Jordan’s Principle, ensuring more students receive the support they need.
- Our school provides cultural exposure through school-wide presentations, enriching students' understanding and appreciation of diverse cultures.
- Our students recognize the importance of Truth and Reconciliation, reflecting a commitment to understanding and addressing historical injustices.
- We have established a strong connection with an Elder in the community, fostering a deeper cultural and spiritual connection for our students.

Areas for Growth:

- We need to advance foundational ways of knowing into the curriculum, integrating Indigenous perspectives and knowledge more thoroughly.
- We should look for ways to build pride and a sense of belonging within our First Nations, Métis, and Inuit students, ensuring they feel valued and included.
- Structure regular visits with an Elder to help make connections and improve the foundational knowledge of all stakeholders, including students, staff, and the broader community.

Next Steps:

- As a staff, we will explore the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit to enhance our understanding and implementation of these principles.
- We will access the National Indigenous Brotherhood Trust Grant and other grant opportunities to enhance our school programming, providing more resources and support for our initiatives.
- Encouraging staff to build their foundational knowledge through participation in professional development activities, such as divisional book studies, sessions offered by the learning consortium, and teachers' conventions, will be a priority.
- We will encourage and allocate time for staff to share professional development experiences, resources, and books during staff meetings and professional development days, fostering a culture of continuous learning and collaboration.
- We will add "team time with Kookum" for our students who identify as having First Nations, Métis, and Inuit ancestry on the days when we have Elder visits, providing them with dedicated time to connect and learn.

Strategies to Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i> <small>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</small>	
Strategy 1: Work with the school division's excellence commitments to clarify the essential understandings, high yield strategies, and resources available for teacher use to support growth and achievement by aligning literacy and numeracy check points and using high yield strategies.	high
Strategy 2: Development of Literacy and Numeracy Interventions to address post pandemic educational gaps.	high

*** Due to a data entry error we are unable to assess our progress in this area this year ***

<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</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
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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 provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values					Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2021-2022	80%					86%	78%	80%	77%	87.5%
2021-2022	60%					60%	56%	65%	51%	92.9%
2022-2023	100%					100%	82%	88%	93%	64.9%
2023-2024	n/a					n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a				

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
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2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	93%	81%	75%	60%
Evaluation	Very High	High	Intermediate	Intermediate

<p align="center">Strategies to 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">*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>		
<p>Strategy 1: Promote, support and facilitate professional learning in advancing student growth and achievement through, divisionally Based Professional Development, PLTs, and Shared Leadership Team.</p>		High
<p>Strategy 2: Promote and unpack the FSD staff learning link (now called the Curriculum Corner) with school-based staff.</p>		Intermediate

Areas of Strength

- There is a strong belief among teachers that our school is committed to continuous improvement, fostering a culture of growth and development.
- All school staff share a strong vision, mission, and values, creating a unified and cohesive educational environment.
- Teachers feel supported by their teammates, contributing to a collaborative and positive work atmosphere.
- We effectively utilize local professional learning days to address and enhance areas for improvement at both the school and jurisdiction levels.

Areas for Growth

- We need to continue building on our current efforts to sustain and further develop our positive learning culture.
- Creating more opportunities for staff to take risks and use available resources, such as the staff learning link, to implement best practices in their teaching.

- Solidifying our Professional Learning Community (PLC) structures to ensure they have a meaningful impact on teachers' practices.

Next Steps

- We aim to increase teacher agency, empowering educators to take initiative and make decisions that enhance their teaching and student learning.
- We will structure professional learning days to model, share, and target effective teaching practices, providing clear and actionable strategies for teachers.
- We will continue to refine school-based Professional Learning Teams to support the planning and implementation of meaningful learning opportunities for both staff and students.
- Engaging in a Trauma Response book study will help build collective staff knowledge and understanding, enhancing our ability to support students effectively.