

Millarville Community 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 would like to take this opportunity to acknowledge the traditional territory of the indigenous peoples of the Foothills Region in Southern Alberta, which includes the Tsuut'ina Nation, the Stoney Nakoda First Nation, and the Blackfoot Nations, consisting of the Siksika, Piikani and Kainai peoples.

At Millarville Community School, we are grateful to have this land to learn, live, work and play. We walk forward with respect and gratitude, learning and remembering the past.

Vision

Engagement, Support and Success for each learner.

School vision: To empower our students to be lifelong learners and globally minded citizens through engaging experiences.

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!

School: We strive to inspire to provide learning experiences that encourage our students to become inquiring, knowledgeable and open-minded young people with a global perspective. We believe learning occurs through the transdisciplinary, inquiry approach of the International Baccalaureate Primary Year Programme. Our purpose is to provide tools for students to take action, think critically and be respectful and compassionate members of their communities.

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

About Our School

Millarville Community School (MCS) serves an area of approximately four hundred square kilometers. Each year, between one hundred and seventy and two hundred students attend MCS for Kindergarten through Grade 8. Our school is made up of four sections: the old school (where K-4 is taught), the main core (housing the library and offices), Erin's Wing (Grades 5-8), and the Stars Gymnasium (opened in 2001). The oldest part of the school dates back to its relocation here from another site situated to the west in 1951 (newly renovated in 2008). Our neighbour and partner, Rancher's Hall, is owned by our local Sports Association and is where our pre-school (4 year olds) and the play school (moms and tots) meet during the week. The school has always been a community centre, hosting many activities related to both school and community. The Millarville Community Library is attached to the school and helps us to welcome the community into the building.

Millarville Community School offers the International Baccalaureate Primary Years Program for our students in Kindergarten through Grade 5. While we are not a Middle Years Program School, we endeavor to continue providing students opportunities to inquire and be agents of their own learning in Grades 6 through 8 as well. The internationally minded, inquiry focused education students receive at MCS allows them to successfully reach their potential and prepares them to be active citizens and lifelong learners.

At Millarville Community School, we feel that to be truly educated, a student must make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life. Our students leave our school equipped for life as they continue their educational journey.

School Highlights and Celebrations

Millarville Community School is truly a community hub, where the population comes to share in the joy and success of our students. From the first day of school, where our parents welcome everyone with a pancake breakfast to the Christmas Concert where the whole of our community attends to our Walkathon and Roundup events where our students and our community work together to support our school, MCS is at the centre of our community. We have worked hard after the pandemic, to bring our parents back into the school. We feel that we have done a good job targeting this area and improving our community support.

As an authorized IB PYP school, we are committed to achieving high levels of collaboration and being responsive to our students' preferences, suggestions and opinions and their ever-evolving interests, ideas and theories. This commitment has impacted the way that we organize and share our learning spaces and materials and the way we plan for learning.

At MCS, we view students as curious, inquisitive and capable in the way they connect with people and the world around them. Children seek to understand their worlds and are constantly asking questions. Our planning for learning and engagement evolves around questions that help us to make sense of our students' experiences, interactions and learning processes. These interpretations then guide our planning of questions and provocations. This is how we ensure that provocations are embedded in the students' thinking and support them with their research.

Our membership in the Primary Years Programme brings opportunities for our students to take action as agents of their own learning, culminating in the PYP Exhibition. All teachers in our school work in a conceptual way which leads to deep transfer of learning. In the PYP, the teachers approach learning in a transdisciplinary way, and this fosters deep learning and connections across the curriculums. Students are encouraged to be agents of their own learning in all grades. We believe that students with high levels of agency are empowered to seek meaning and take purposeful action. Students are given agency throughout the school. Students run our daily announcements and all assemblies.

In May of 2023, MCS had their IB evaluation visit. This is a 5-year check on our Primary Years Program (PYP). School quality is ensured and improved through the IB evaluation process. Through the evaluation process, schools identify what works well and what needs further development to improve teaching and learning. The evaluation is also a collaborative process that seeks input from stakeholders, including educators, learners and parents. Before the evaluation visit, the school undergoes a self-study process looking at each of the standards and practices of the IB. The standards outline what schools must establish to implement the programme and what they must demonstrate to maintain authorization. These are achieved by implementing the practices and meeting the programme-specific requirements outlined within each standard. The 2020 PSP framework assists schools in describing and designing their development journeys and provides guidance on presenting evidence for the evaluation. It is the purpose of the IB 2020 PSP to help schools design learning environments that are most suitable for their communities and celebrate diversity in the most appropriate way according to their unique context. However, for schools to remain or obtain authorization, they must meet certain requirements and specifications for their programmes. MCS completed the self-study process and then had the IB come for the evaluation visit. We found the whole reflection on our school to be a growing experience that brought our staff and the community back to the table. The pandemic had left our doors shut to the public and this visit forced our collaborative reflection on the learning at MCS. We celebrated all that we stand for and all that we are as a school. The evaluation visit happened at a time that we needed it. We received our evaluation report after the visit and there too, our school was celebrated for the outstanding job we do at creating a place of learning wonder.

Alongside our core academics we also enjoy a strong athletics program. We host tournaments and enjoy the opportunity to showcase our school to visitors. Our student athletes act as Wildcat ambassadors and represent our school with dignity and respect. Our athletics are growth centred, ensuring every athlete is able to build on personal success and develop their potential.

MCS's Outdoor pursuits program is where kids learn about, build appreciation for, and recognize the benefits of the outdoor environment, which lies just out their back door. During the program, students are introduced to, refine, and execute outdoor knowledge, skills, and positive attitudes from kindergarten to grade eight. This unique program is rooted in Indigenous education which emphasizes direct engagement with the land. Students are encouraged to develop a profound connection to nature, drawing on traditional knowledge and serving the land around them. This may take many forms, but we strive for every child to be exposed to one of the above strands, found in the Outdoor Pursuits mission statement. These may take the form of on-campus, consultant-led activities, or off-campus outings to the beautiful Kananaskis country or beyond. Our objective is to establish a foundation before any field trip, which includes basic concepts, skills, and attitudes to ensure the trip will be safe and enjoyable. We want students to use these unique opportunities to develop a better awareness and understanding of self and the group in problem solving situations, while appreciating the delicate relationship humans hold with nature. It is the goal of this program to expose children to the beautiful, pristine environments of Kananaskis Country and the neighbouring national parks at a reasonable cost to the students, while providing unique adventures that will instill a lifetime attraction to the outdoors.

Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5307 Millarville Community School

Assurance Domain	Measure	Millarville Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.9	81.3	81.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.6	84.3	87.8	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	65.0	57.9	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.0	15.8	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.8	90.4	93.0	88.1	89.0	89.7	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	89.1	89.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.9	73.0	73.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	78.6	83.5	85.8	79.1	78.8	80.3	High	Maintained	Good

Aggregate Summary

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

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Results in Set

<p style="font-size: 24pt; font-weight: bold;">87%</p> <p style="font-size: 10pt;">Program of Studies</p>	<p style="font-size: 24pt; font-weight: bold;">93%</p> <p style="font-size: 10pt;">Work Preparation</p>	<p style="font-size: 24pt; font-weight: bold;">83%</p> <p style="font-size: 10pt;">Citizenship</p>	<p style="font-size: 24pt; font-weight: bold;">56%</p> <p style="font-size: 10pt;">School Improvement</p>	<p style="font-size: 24pt; font-weight: bold;">84%</p> <p style="font-size: 10pt;">Welcoming, Caring, Respectful...</p>
<p style="font-size: 24pt; font-weight: bold;">96%</p> <p style="font-size: 10pt;">Quality of Education</p>	<p style="font-size: 24pt; font-weight: bold;">83%</p> <p style="font-size: 10pt;">Life Long Learning</p>	<p style="font-size: 24pt; font-weight: bold;">100%</p> <p style="font-size: 10pt;">Student Learning Engagement</p>	<p style="font-size: 24pt; font-weight: bold;">71%</p> <p style="font-size: 10pt;">Parental Involvement</p>	<p style="font-size: 24pt; font-weight: bold;">74%</p> <p style="font-size: 10pt;">Access to Supports</p>

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](#)

Millarville Community School is a safe, open and welcoming place. We are friendly and welcoming to all education partners - students, parents, staff and community members. To encourage engagement that is timely, meaningful and collaborative, we have essential agreements around our communication with the parents and community. The administrative team writes newsletters to the community detailing important events, explaining what learning looks like for students and teachers as well as celebrating our school. Likewise, teachers provide weekly updates to parents that share what learning has looked like, how to engage in discussing the learning with students and what the next stage of learning will be. These weekly updates often include video and visual evidence of learning from the week. As agents and owners of their learning, students also write weekly letters to their parents to share their learning journey from the week. Our school website and social media accounts also provide information and what's happening at MCS for the community. Throughout all of our communications, we invite feedback and look to engage our community in two-way conversation.

Our doors are open to our community with daily volunteers engaging with the students in many ways. Volunteers might be reading with students, helping with the hot lunch program or sharing their expertise with a class. An important tradition at our school is to have our Grade 1s individually contribute a hand drawn square for a quilt which is put together with community members. This quilt follows their class as they move through the grades before being auctioned to a family in Grade 8. Parents are important partners in the learning throughout the Primary Years Programme (PYP), particularly when the students reach the Exhibition in Grade 5 as the students work on a culminating inquiry project which they present to the community.

Our parents are engaged in all aspects of planning as they are invited to provide feedback through our School Council and our Fundraising Society. At each meeting we reserve time to address aspects of the direction the school is moving and evaluating where we are in advancing our Education Plan. From discussions about our investment of resources and class time into Maker Centred Learning and Career and Technology Foundations to how inter- and transdisciplinary learning lead our educational philosophy to deep data analyses and looking at how we can continually improve, our parents welcome the conversation and engage in meaningful dialogue.

Students are also ensured a voice in our school, as student agency is central to our educational programme. Just as students are given feedback and invited to reflect, we provide opportunities and forums for students to assess the school and how we can better serve their needs. This feedback influences our day to day work as well as our entire education plan. Supports are constantly being refined as we work to meet the needs of all students.

Throughout the year, we revisit our educational plan with staff. With it being developed as a collaborative effort, we feel it is important to revisit on a regular basis both to assess whether we are finding success in achieving our educational goals, but also to evaluate whether new strategies would better meet our needs as we strive for continual improvement. We also develop an IB development plan that focuses on one element of the PYP that we would like to improve during the year.

Millarville Community School is one of the founding groups for the Millarville Community Foundation, which brings together the Millarville Sports Association, the Millarville Early Learning Program and other interested community groups like the Historical Society. Here we work to discuss the needs of the greater community and collaborate on how we and our spaces can meet those needs.

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

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: Opportunities for the students to speak directly to the admin about areas of strength and areas for focus within the school.	High
Staff Engagement: Weekly staff leadership meetings and PLCs.	Very High
Parent Engagement: Creating a structure at the School Council where parents can get the information they want and give the feedback that we need.	High
Community Engagement: Continue to work with the Millarville community foundation and the Millarville preschool to ensure that our space is seen as a part of the community and both benefits from and contributes to our shared success.	Very High
Communications: Weekly communication with all parents from administration, each classroom teacher, and the Learning Commons.	Very High

Areas of Strength:

- Communication from admin and each classroom teacher with weekly updates, celebrations and action items.
- Using the IB to foster student engagement and transfer.
- Have successfully moved to paperless communication and have put more on the website for parents to use.
- We have success in the community becoming more involved in our school. (Eg. more volunteers and parents in the building)

Areas for Growth:

- We are having slightly higher attendance at School Council Meetings, but this is still an area of growth.
- We need to better inform the parents about the PYP.

Next Steps:

- Creating parent learning around the PYP and the IB.
- Using the new Alberta science curriculum to prepare new units of inquiry.

Continuous Improvement Results Analysis

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

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	95.5	88.2	96.5
2020-2021	93.4	63.1	79.5
2021-2022	90.4	83.5	58.2
2022-2023	83.8	78.6	60.4
Evaluation	Low	High	Very 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
2019-2021	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	93	92	97	93	74	76
2022-2023	100	83	96	84	74	71
Evaluation	Very High	High	Very High	High	Intermediate	Intermediate

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continued focus on developing a meaningful programme of inquiry using the IB structures.	High
Strategy 2: Learning and implementation of a continuation of the IB exhibition from G5 into G6-8 inquiry-based projects.	High
Strategy 3: Continued focus on implementation of student agency in academics.	High

Areas of Strength:

- Our staff's unit of inquiry planning is strong.
- Teachers focus on student agency throughout the school.
- High student engagement across the school.

Areas for Growth:

- Continue to teach parents about supporting learning in the school.
- Continuous improvement of implementing new curriculum and support student learning.

Next Steps:

- Invite class volunteers back into the classroom.
- Continue PD on the new Science Curriculum.
- Continue PD in PLC time.
- Continue IB learning.

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 Millarville Community School we are committed to teaching students to be internationally minded. Our learning community approaches students with a thoughtful, critical perspective that applies to who we are and what we do. It includes how we communicate, our cultural understanding, celebrating diversity, global awareness of global issues, and a reflection on how knowledge is constructed and applied. We focus on moving students toward becoming people who reflect the characteristics of the IB “Learner Profile”. We believe these attributes, and others like them, can help students become responsible members of local, national and global communities. The learner profile encourages students to strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

One of our supports for student and staff wellness is our robust Outdoor Pursuits (OP) program that goes from Kindergarten to Grade 8. The students learn how to be stewards of the land, adding to their internationally minded learning. We explore the outdoors in our community and further into the neighbouring High Country and Kananaskis Country. They experience knot tying, snow shoeing, cross country skiing, downhill skiing, hiking, camping, and much more. From Grade 5 onwards they adventure out on camping trips throughout the year to further their OP learning. Students learn to feel well and connected to the land. They learn deeply about sharing the planet in a respectful and responsible way. Many students leave the school with the reflection that the camping trips were their favorite memories of MCS. Our OP program adds to our students’ wellness in many ways.

At MCS we teach to the whole child and thus there is a full continuum of support. Positive behavior support is a universal stance for the whole school to equip students with the ability to build, maintain and repair relationships and regulate their own behaviour. At a Universal level, all classes create Essential Agreements as a homeroom. The staff also have Essential Agreements around many of the policies and procedures that they work on together. We pre-teach and model appropriate behavior within the IB attitudes and we connect to experiences outside of the classroom to understand the function of behavior. Expected behaviours are identified, modelled and celebrated. When students miss opportunities to live up to their expected behaviours, opportunities are provided to take accountability and fix their mistakes. When conflict

occurs, a restorative approach is taken with students taking ownership of their actions and collaboratively coming to solutions. The students are taught to solve problems through discussion and the IB action cycle.

Targeted and individual supports occur when it is identified that the universal supports are not having the desired results. Smaller groups are often made to support students when needed for areas like regulating behavior and literacy intervention. Individual interventions are primarily used to build skills in the areas of speech, OT, literacy intervention and counselling for mental health. These accommodations are there to reduce barriers for our students.

Learning Supports Results Analysis

<p>Goals</p> <p><i>Desired Result</i></p>	<p>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p>
<p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> • Learners are active, healthy, and well. • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners access a continuum of supports to be successful. • Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. • Learners build resilience and positive mental health skills. 	<ul style="list-style-type: none"> • Improved wellness and well-being in students and staff. • Learning environments are welcoming, caring, respectful and safe. • Improved understanding of an inclusive education system. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities.

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

- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	95.1	67.2
2020-2021	92.0	83.5
2021-2022	89.1	73
2022-2023	86.4	73.9
Evaluation	High	n/a

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	93	93	89	93	90
2020-2021	89	76	76	78	81
2021-2022	89	86	81	83	83
2022-2023	96	84	82	86	82
Evaluation	Very High	High	High	High	High

Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Focused work on the positive behaviour support model and restorative practices.	High
Strategy 2: Staff learning around anxiety, mental health, trauma, and teaching strategies associated with success for students experiencing mental health distress.	Intermediate
Strategy 3: Continued partnership with Oilfields High School to ensure a smooth transition from G8 to G9.	High

Areas of Strength:

- IB promotes teaching to the whole child.
- The IB Learner Profile is focused on monthly to help foster the growth of internationally minded students.
- The IB mission focuses on students being life-long learners in a more peaceful world.
- The Outdoor Pursuit program helps to foster student well-being.
- Our school does a great job of fostering athletics that directly affects wellness and well-being.

Areas for Growth:

- Further strengthen the supports around wellness and well-being.
- Continue staff learning around understanding of trauma informed practice.

Next Steps:

- Meet with Minds Matter and introduce this program to the community.
- Schedule classes of Minds Matter to support all students at MCS.
- Work with FSLC to schedule small groups and whole-class support.

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Timely benchmarking and data collecting to inform teachers and team.	Very High
Strategy 2: Develop the collaborative response team model to provide timely intervention for individual students.	High
Strategy 3: Continued focus on research backed, effective universal teaching and learning strategies.	High

Areas of Strength:

- Safe and caring data is strong at MCS.
- Students are confident and resilient.

Areas for Growth:

- Gaps from the pandemic in literacy are still evident.
- Gaps in numeracy growth from the pandemic are still evident.
- Support of more complex behavior is needed.

Next Steps:

- Implementation of targeted literacy intervention support.
- Implementation of Minds Matter at MCS.

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](#)
[MCS IB Evaluation Report](#)
Our Story of Success

We integrate the IB Approaches to Learning (ATL), which are grounded in the belief that learning *how to learn* is fundamental to a student's education. The ATL are an integral part of learning and complement the learner profile, knowledge, conceptual understanding, and inquiry. Learning how to learn is fundamental to a student's education and a point of pride for our school as we continually receive feedback from parents that they have seen that growth in their students.

We support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. Our parents, our community and our students all report back that their time at Millarville Community School equipped them for success in life.

Learning at Millarville Community School provides many formal and informal opportunities for students to demonstrate how they have developed and applied their knowledge, conceptual understandings, skills and learner profile attributes through the inquiries they undertake. The Grade 5 PYP Exhibition is a notable example of these opportunities, culminating the student IB experience at MCS. Students demonstrate their understanding of a concept or issue that they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning as they actively engage in planning, presenting and assessing learning. The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through the PYP. The learning community participates by supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

Students from K-4 are building the necessary foundational skills in literacy, numeracy through deep inquiry in a transdisciplinary approach to the curriculum. Our students learn all of their core material in connection to a central Unit of Inquiry, looking at the curriculum through the lenses of “Who are we,” “Where we are in Place and Time,” “How we Express Ourselves,” “How the World Works,” “How we Organize Ourselves,” and “Sharing the Planet.” These broad topics continue throughout the PYP program.

When students reach Grades 6-8, we intentionally build in a great deal of opportunity to use their strengths in inquiry. Building on their Grade 5 experience with the Exhibition, we have developed a scaffolded system of culminating activities at the end of each grade. In Grade 6, they explore a career that engages their “Curiosity,” in grade 7 they explore and share a “Passion” that they have, and in grade 8 they look at what their “Legacy” to the school and community is. With this opportunity, students have increased opportunities to deeply engage as agents of their own learning.

Our staff works continuously on professional development. We work on our pedagogy in a collaborative and dynamic environment. The veteran staff has a deep understanding of conceptual teaching and weaves skill practice into their units of inquiry. The school has a population that feels like a family with the older students often helping the younger students with learning. Across the school the excitement of learning new things is alive, and we feel that we foster lifelong learners in our school.

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</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	<ul style="list-style-type: none"> ● Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. ● Learning that transfers. ● Culture of innovation and design. 	<ul style="list-style-type: none"> ● Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.

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

- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

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

Alberta
Citizenship

Quality of Education

Life-Long Learning

Student Learning
Engagement

2019-2020	74.8	97.4	91.3	95.5	72.2	n/a
2020-21	72	81.3	87.1	93.4	63	82.4
2021-22	74.3	87	84.3	90.4	69.3	81.3
2022-23	60.4	83.9	78.6	83.8	69.4	76.9
Evaluation	Very Low	High	High	Low	Intermediate	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	Data Not Available						
2020-2021	98	78	88	94	65	76	55
2021-2022	92	69	78	85	46	60	50
2022-2023	95	74	85	93	54.5	58.5	51
Evaluation	Very High	Intermediate	High	High	Very Low	Intermediate	Very 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">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Development of a strong complementary course program implemented G6-8.</p>	<p align="center">High</p>
<p>Strategy 2: Create agreements and understandings around our school wide portfolio that aligns our work with the PYP with the FSD Career Futures.</p>	<p align="center">Intermediate</p>
<p>Strategy 3: Continue to encourage innovation and design in the units of inquiry.</p>	<p align="center">High</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Flexibility of the staff to create authentic complementary courses. The PYP naturally lends to looking at disciplines in project learning which is directly linked to career futures. Eg. Looking at a topic through the lens of a scientist. <p>Areas for Growth:</p> <ul style="list-style-type: none"> More equipment and training for the staff teaching Career Futures. Looking at more options for complementary courses. <p>Next Steps:</p> <ul style="list-style-type: none"> PD with division around CTF. Promotion and assessment of CTF in Div 1 and 2. Div 3 leadership opportunities to mentor younger students with STEM and CTF. Continue to build supports and understanding of learning competencies their direct relation to the IB Learner Profile. 	
<p align="center">Strategies: Advance Learning for Transfer</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continued focus on implementation of student agency in academics to foster deep, transferable learning.</p>	<p align="center">Very High</p>
<p>Strategy 2: Provide opportunities for inquiry across the subject areas and outside the curriculum outcomes.</p>	<p align="center">Very High</p>
<p>Strategy 3: Ensure foundational literacy and numeracy skills are being fostered and practiced in engaging ways.</p>	<p align="center">High</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Majority of students are reading at or above grade level according to both benchmark and diagnostic testing and those who aren't quickly receive interventions to meet their individual needs. 	

- The continuity of inquiry based learning in Gr 6-8 after student finish PYP in Gr 5.

Areas for Growth:

- Seeking out and documenting examples of students transferring learning between the walls of the classroom (in the school community, the greater community and at home).
- Alignment of the Alberta Education curriculum, divisional concept-based learning and IB PYP.
- The inclusivity and success of new students in the school in areas of academics, inquiry-based learning, and social emotional wellbeing.

Next Steps:

- Use the IB approaches to learning to better guide teaching and learning.
- More opportunities for students to take action, documenting and celebrating it.
- Use the IB Assessment framework to create more opportunities for student entry points and shifting the focus from product to process.

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

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

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (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
2021-2022	89.8	22.3	75	14.8	80.2	24.5	83.4	27.2	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a	72.2	16.7	72.2	27.8	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
2019-2020	75	75	78

2020-2021	Data not Available		
2021-2022	76	71	77
2022-2023	74	80	71
Evaluation	High	High	High

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	Data not available			
2020-2021	61	73	62	77
2021-2022	64	66	78	66
2022-2023	69	84	76	84
Evaluation	Intermediate	Good	Good	Good

Strategies: Advance Literacy and Numeracy

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

Evaluation

Impact of strategies implemented

Strategy 1: Intervention programs in place early for all students in need.

Intermediate

Strategy 2: Literacy cross curricular (transdisciplinary) focus across all grades.

High

Strategy 3: Numeracy cross curricular (transdisciplinary) focus across all grades.

High

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Areas of Strength:

- Literacy needs immediately identified and acted upon with an intervention plan based on classroom assessments, benchmarks and diagnostics.
- Interventions that were designed and effectively used as a result of the provincial assessments and in response to gaps in learning because of Covid.

Areas for Growth:

- Build capacity around teaching to the learning gaps while staying within concept-based approach to learning.
- Assessment practices in literacy and numeracy and how that is communicated to students and parents through both a foundational skills and concept-based lens (how are we successfully achieving both in an authentic, engaging, and supportive way).

Next Steps:

- PLC opportunities to share ideas, challenges, and resources.
- Continue to focus on transdisciplinary approach to literacy and numeracy learning.
- Continue to develop excellence commitments to literacy and numeracy.

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	
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	
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2021-2022 Baseline	75	N/A	75	N/A	75	N/A	50	N/A	100	N/A	50	N/A	100	N/A	100	N/A	100	N/A	

2022-2023	73	100	69	100	71	100	77	100	85	100	80	100	86	100	77	100	85	100
Evaluation	INT	VH	INT	VH	INT	VH	INT	VH	High	VH	High	VH	High	VH	INT	VH	High	VH

Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Engage the district Indigenous Learning Facilitator in creating a structure that will tie grade level learning into the Circle of Courage that ties together G1-8.	Intermediate
Strategy 2: Continue to advance strategies to support cultural appreciation by building understanding and implementing foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.	High
Strategy 3: Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.	High

Areas of Strength:

- The international minded focus of the units of inquiry in the PYP.
- The International Baccalaureate Learner Profile fostering of the whole student.
- Outdoor pursuits with a strong emphasis on connection to and respect of the land.

Areas for Growth:

- More authentic learning about and using the Indigenous ways of knowing and doing throughout the year rather than it being tied to curriculum or a significant calendar day (authentic incorporation as best practice to enhance wellbeing, a sense of belonging and different entry points for learning).
- More opportunities to authentically build relationships with elders and knowledge keepers.

Next Steps:

- Reach out to members of Indigenous communities to provide authentic learning experiences acknowledging Indigenous ways of knowing and doing.
- Build more awareness and understanding around our land acknowledgement and the teepee on our campus.
- PD around Indigenous ways of knowing to demonstrate how it aligns with IB international mindedness and inquiry/experiential based learning.

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.

- Increased success and engagement for all learners.
- Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.
- Professional learning is aligned to standards of professional conduct and standards of professional practice.
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.
- Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

- Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.
- Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.
- Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
- Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.
- Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAM)
2019-2020	n/a	n/a	n/a	n/a	n/a	72.7
2020-2021	100	100	100	100	100	n/a
2021-2022	92	100	79	100	83	73.3
2022-2023	98	86	92	94	90	65.5
Evaluation	Good	Very High	Very High	Very High	Very High	Very Low

Strategies: Advance excellence in teaching, learning, and leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Focus on designing for understanding and programmes of inquiry embedded in all professional learning days and the PLCs.	High
Strategy 2: Align provincial curriculum, divisional concept-based learning, and IB PYP.	High
Strategy 3: Shared leadership by providing faculty with opportunities to share expertise to enhance all school staff learning.	High

Areas of Strength:

- The continuity of the PYP at Millarville despite the uncertainty of a global pandemic and a new provincial curriculum.

- The consistent use of collaborative reflective practice, and commitment of the teachers to want to learn, grow, and move forward, sharing experiences and knowledge.
- The use of IB PYP language at the school fosters and leads to consistency regarding the high expectations of our students.
- Return of consistent staff members each year.

Areas for Growth:

- Increase stakeholder support for the IB PYP.
- Looking at ways to embed the new Alberta curriculum into our units of inquiry or creating new units of inquiry if needed.

Next Steps:

- PLC time is working on putting the new Alberta curriculum into our units of inquiry.
- Doing PD that promotes the IB learning and philosophy and marrying that with the new Alberta curriculum.
- Using the IB self-study as a way of awakening the IB learning in the staff and other stakeholders.
- Engage the community to create more awareness and support for IB PYP by demonstrating the alignment to the curriculum and best practices in concept-based learning and social-emotional wellbeing.
- Revisit the alignment of the MCS program of Inquiry.
- Meet the matter to be addressed in the IB evaluation by having untrained IB staff attend IB training.