

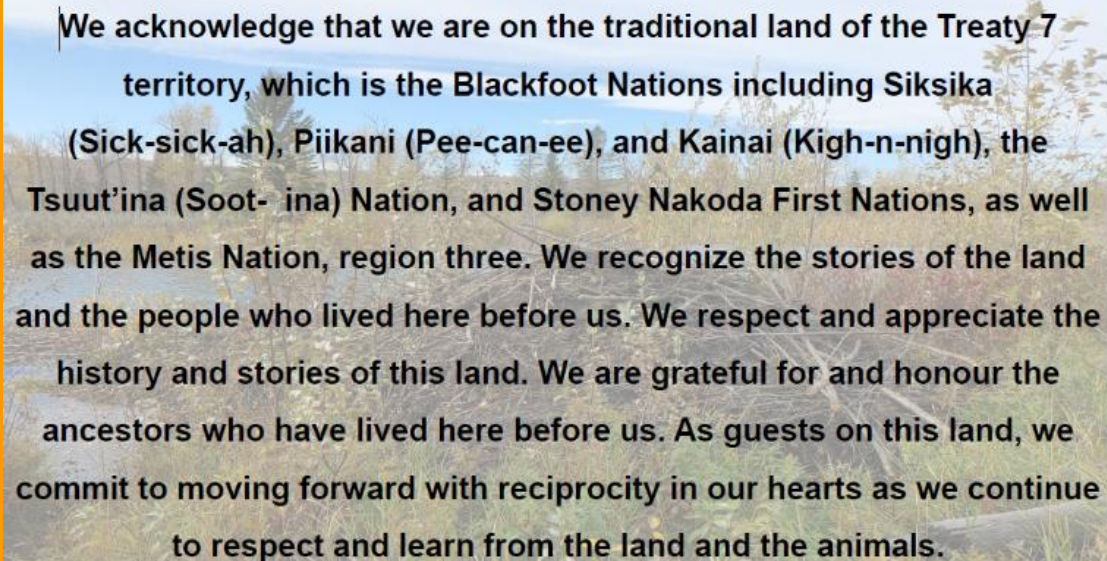
Year 3 - C. Ian McLaren School Annual Education Results Report 2023-24

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 2021-2024 \(year 3\)](#)

[School Website](#)

School Land Acknowledgement



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

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

Providing 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 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

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

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

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

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

School Highlights and Celebrations

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

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

Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	74%	High
Citizenship	87%	Very High
Education Quality	83%	High
Lifelong Learning	65%	Intermediate
Parental Involvement	50%	Low
Program Access	82%	High
Program of Studies	86%	Very High
Program of Studies/At risk students	79%	High
Safe and Caring Schools	87%	Very High
School Improvement	71%	Intermediate
Student Learning Engagement	91%	Very High
Welcoming Caring Responsive Student Learning Environment	89%	Very High
Work Preparation	72%	Intermediate

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	71.4	n/a
Citizenship	71.1	Intermediate
Education Quality	79.6	High
Lifelong Learning	59.5	Very Low
Parental Involvement	60.2	Very Low
Program Access	72.4	Intermediate
Program of Studies	76.8	Intermediate
Program of Studies/At risk students	73.4	Intermediate
Safe and Caring Schools	77.3	High
School Improvement	59.6	Very Low
Student Learning Engagement	64.9	n/a
Welcoming Caring Responsive Student Learning Environment	75.9	n/a
Work Preparation	68.8	Low

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

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

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

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

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

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

Stakeholder Engagement Results Analysis

<p style="text-align: center;">Goal</p>	<p style="text-align: center;">Outcomes</p>	<p style="text-align: center;">Indicators</p>
<p style="text-align: center;"><i>Desired Result</i></p> <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 style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></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 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <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

<p style="text-align: center;">Measures and Targets</p>
<p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> • 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 align="center">Strategies</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: Student Engagement</p> <ul style="list-style-type: none"> ⊘ student matters 3X a year ⊘ cougar time weekly/ morning announcements ⊘ What does it mean to be a part of the Cougar School Family? We are important pieces of the puzzle. Cougars Lead (schoolwide theme) ⊘ shared leadership opportunities ⊘ focus on wellness and connections 	<p align="center">Very High</p>
<p>Strategy 2: Staff Engagement</p> <ul style="list-style-type: none"> ⊘ exit slips ⊘ thinking routines ⊘ Data Unpacking ⊘ PLC work at the system level and school level (learning for transfer) ⊘ focus on wellness ⊘ Shared leadership opportunities 	<p align="center">Very High</p>
<p>Strategy 3: Parent Engagement</p> <ul style="list-style-type: none"> ⊘ School Council ⊘ Surveys ⊘ Alberta Education Assurance survey 	<p align="center">Very High</p>

<p>∄ Events (Remembrance day ceremony, Christmas concert, Celebration assemblies, Parent-teacher interviews, Student-led conferences)</p>	
<p>Strategy 4: Community Engagement</p> <ul style="list-style-type: none"> ∄ Partnership with My City of Care ∄ Partnership with Rising Sun ∄ Partnership with Food for Thought ∄ Connecting with our community through projects (rock project, bat boxes, outdoor classroom, OHS garden project, Yellow Fish project, beautifying our school, Leave no Trace partnership with OHS students) ∄ Supporting divisional community feedback engagement opportunities (vision 2034, updates from alberta health webinars, flourishing communities etc) 	<p>High</p>
<p>Strategy 5: Communications</p> <ul style="list-style-type: none"> • weekly newsletter • classroom teachers deliver a weekly email • twitter • website • learner profiles • school council slideshow updates • TV screen in entrance to school 	<p>High</p>

Areas of Strength:

- “Reconnecting” and “Cougars Lead” have been our themes.
- Our student focused groups and clubs are essential to our school culture.
- We continue to meet weekly in our grade level PLTs to design learning.
- We have a strong group of teachers that sit on our planning team to map out our learning journey.
- Together, staff work on various volunteer committees to provide positive experiences for our learners, for example: Literacy week, Cross-graded Cougar Family Teams, Terry Fox Day, Remembrance Ceremonies, School Musicals.
- Our parent council attend regularly and engage in learning and special events.
- Parent Volunteers coordinate the school hot lunch program.
- Families join us for special assemblies and events such as the Halloween Parade, Remembrance Day, Sports Day, Family dance and grade six

celebration.

- We continue to work with local agencies to support our community (McMann, Triple P Parenting, Senior homes and Greater Family Resource Network).
- We continue to find ways to communicate with our families and wider community. (Facebook, Instagram, weekly emails, weekly teacher emails, myblueprint, communication meetings, etc.)

Areas for Growth

- Improve parent/family involvement.
- Improve communication with families.

Next Steps

- Continue to find ways to engage our families.
- Continue to find ways to communicate with parents (weekly teacher emails, weekly emails, Instagram, sign, school council has separate emails and Facebook, my blueprint etc.).

Continuous Improvement Results Analysis

<p align="center">Goal</p>	<p align="center">Outcomes</p>	<p align="center">Indicators</p>
<p align="center">Desired Result</p> <p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p 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 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

		<p>continuous improvement in student growth and achievement</p>
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

- Provincial**
- **Parent Involvement:** Increase/maintain 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	94.2	85.8	84.7
2021-2022	85.9	77.9	60.7
2022-2023	83.7	82.9	67.9
2023-2024	79.6	60.2	59.6
Evaluation	High	Intermediate	Intermediate

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

Very Low Low Intermediate High Very High

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	83.6%	85.6%	85.9%	90.8%	80.2%	77.9%
2022-2023	90%	66%	89%	56%	59%	52%
2023-2024	87%	72%	79%	79%	64%	43%
Evaluation	Very High	High	High	High	Intermediate	Low

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>
<p>Strategy 1: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.</p>	High
<p>Strategy 2: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.</p>	
<p>Strategy 3: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all</p>	

stakeholders.

Areas of Strength:

- Staff are committed to working in **Professional Learning Teams (PLTs)**
- **Design:** Teachers design with the principles of **inquiry** in mind: students form **conceptual understandings**; students are **agents of their own learning**; and students live with **complex problems** over time
- Teachers are committed to communicating student progress and to follow the assessment of reporting outlined in the FSD assessment of reporting calendar

Areas for Growth:

- Continue to involve parents in decision making and providing feedback loops
- Continue to strengthen connections with parents
- Implement engaging learning cycles, especially around new curriculum

Next Steps:

- Continue to find ways to engage our families.
- Continue to find ways to communicate with parents (weekly teacher emails, weekly emails, Instagram, sign, school council has separate emails and Facebook, my blueprint etc.).
- Continue to implement new curriculum and share resources such as materials and learning cycles, so that staff know which grades will do specific assessments/projects.

Support

Our Story of Support

At CIM school, our core mission is to provide more than just an educational experience; we strive to create a safe, inclusive, and supportive environment where every individual feels valued, respected, and encouraged. We are committed to fostering not only academic growth but also the overall well-being of our students. We work diligently to establish an atmosphere where students feel welcome, respected and feel like they belong. Our continuum of supports ensures that diverse needs of all learners are met. We continue to develop and design systems and implement structures tailored to individual, small group

and whole class needs. Collaboration with our community partners is essential. Leveraging this support strengthens our programs and provides additional assistance to families, ultimately enhancing the conditions necessary for optimal learning and student well-being.

- [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](#)

Learning Supports Results Analysis

Goals	Outcomes	Indicators
<p style="text-align: center;"><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 style="text-align: center;"><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 	<p style="text-align: center;"><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

	<ul style="list-style-type: none"> students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> 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
<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	91.1%	90.8%

2021-2022	90.8%	80.2%			
2022-2023	86.9%	81.5%			
2023-2024	75.9%	71.4%			
Evaluation	High	Intermediate			
<p>FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student’s degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.</p>					
above national norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	90%	79%	57%	74%	65%
2021-2022	70%	64%	57%	81%	62%
2022-2023	91%	84%	88%	99%	92%
2023-2024	85%	80%	80%	86%	88%
Evaluation	Very High	High	Very High	Very High	Very High
<p>Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>					<p>Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: € Our school approaches the domains of social and emotional learning (social, emotional, physical, cultural, and cognitive) by embedding Conscious Discipline practices and a common classroom management system throughout each of our classrooms.</p>					<p>High</p>

<p>Strategy 2:</p> <ul style="list-style-type: none"> € Classroom teachers work closely with our wellness coach to improve universal approaches to support the wellness and wellbeing of all students € Use of Social Emotional learning curricula (Zones, Mind up, Paths, Circle of Courage, Conscious Discipline) 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students. <p>Strategy 4:</p> <ul style="list-style-type: none"> • Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all. <p>Strategy 5:</p> <ul style="list-style-type: none"> • Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community. (leverage our student leaders, RAKTIVISTS, Wellness Warriors, Student Matters) <p>Strategy 6:</p> <ul style="list-style-type: none"> • Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing 	
<p>Strategies: Advance Continuum of Supports</p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p>Evaluation</p> <p><i>Impact of strategies implemented</i></p>
<p>Strategy 1:</p> <ul style="list-style-type: none"> € Weekly Collaborative meetings (LC/Teacher) € Weekly school-based support team meetings (YDC, LC, Administrators, Wellness Coach) 	

<p>∄ Access divisional support staff regularly (FNMI Success Coach, Numeracy Lead Teacher, Behavior Consultant and Registered Psychologist)</p>	<p>High</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Refine and expand the continuum of support for student success 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> ∄ Focus groups created in response to SOS-Q data ∄ Student matters feedback loop – continue building wellness toolboxes for the classroom this year we asked our students the following: How can we make our Cougar Family even stronger? (Implemented many of the ideas from students: more spirit days, colouring contests, schoolwide kahoot challenges, easter egg hunt, Terry Fox Day, modified sports day etc) ∄ Student matters continue to champion wellness and wellbeing (ie Last year they led the school through regulating strategies to implement at your desk and spoke about strategies to manage anxiety. This year they implemented a peer mediating program to support division one recess) ∄ Wellness warriors/ RAKtivists continue to create student-led initiatives that support wellness and wellbeing as well as developing leaders within CIM school community. 	
<p>Strategy 4:</p> <ul style="list-style-type: none"> ∄ Individualized and targeted support groups are created to support our social and emotional wellbeing of our students. ∄ Continue to offer small group reading support to struggling learners. ∄ Develop small group numeracy support similar to our literacy interventions. 	
<p>Strategy 5:</p> <ul style="list-style-type: none"> • Revisit our spaces and create additional spaces for students to experience a reset, break, self-regulation activity etc and at the same time offer coaching and support as needed. (ie Cougar Cave, Sensory room, Learning centre, and Brain Organization room) 	
<p>Areas of Strength:</p>	

- The Students Matters group is passionate about the wellness and well-being of our students. They worked hard to support the school with several different initiatives. Currently they are excited to help classrooms with regulating activities by creating toolboxes for each classroom, as well as a whole school meditation station.
- Student leaders continue to leave their mark and create student-led initiatives that support student wellness within our school.
- In our focus groups students can articulate the areas in their life that they have developed and showed confidence in. Students can also articulate the variety of strategies that they currently use to handle and manage stressful situations.
- The school has been learning about trauma informed practices over the past several years.
- CIM school has a strong continuum of supports, so that all learners can succeed, and so that learning is equitable for all.
- CIM school has structures that allow for staff to be supported (embedded LC time, Minds Matter Teacher time, embedded planning time, embedded time to meet with our behavior strategist and psychologist).
- Revisited our continuum of support this year and added trauma informed best practices.

Areas for Growth:

- Improve upon developing positive peer relationships, resilience, and competencies of Socio-Emotional Learning.
- Continue to employ trauma informed practices in both learning and socio-emotional wellness.
- Effectively address the complexities of the classroom.

Next Steps:

- Minds Matter: Continue to focus on the 5 competencies of Social Emotional Learning at the universal level (Self Awareness, Self, Management, Social Awareness, Relationship skills, Responsible Decision making).
- Continue to regularly strengthen trauma informed practices we already use, and to strengthen our understanding of trauma-informed learning through division PD and in-school PD.
- Continue to access support people (divisional learning support team, teacher advisory lead, psychologist, divisional lead teachers) to help address the complexities in our classrooms.
- Continue working with HEART care to support staff wellness.

Success

Our Story of Success

At CIM school, learning isn't just about acquiring knowledge—it's about transferring that knowledge effectively. We embrace Truth and Reconciliation, and we are dedicated to fostering learner success through Indigenous learning, honoring diverse perspectives and promoting cultural understanding. At the heart of CIM's pedagogy we focus on best principles of practice for literacy and numeracy. We have been working on building a culture of innovation and design and

nurturing learners to be innovative and creative thinkers. At the same time, we are encouraging agency and independence, we strive to empower learners to be the architects of their own educational journey.

- [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](#)

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<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
Goal 2 <i>Desired Result</i> Advance learning for transfer	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<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>	<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 	<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 reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
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2020-21	87.3%	88.9%	86.9%	94.2%	83.3%	85.9%
2021-22	71.2%	71.4%	85.6%	85.9%	57.3%	83.6%
2022-2023	87.9%	64.3%	83.2%	83.7%	77.3%	74.2%
2023-2024	68%	47%	72%	79%	32%	87%
Evaluation Achievement measures	Intermediate	Low	High	High	Low	Very High

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

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

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

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2020-2021	94%	87%	88%	78%	N/A	N/A	N/A
2021-2022	97%	85%	88%	88%	N/A	N/A	N/A
2022-2023	95.5%	92%	89%	91%	76%	74.5%	81%
2023-2024	94.5%	81%	87%	90%	45%/ 44%	49%/53%	38%
Evaluation	Very High	Very High	Very High	Very High	Low	Low	Low

On Individual Subject there were a lot of students who chose don't know.

<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: We are committed and dedicated to designing learning for transfer.</p> <ul style="list-style-type: none"> € Designating a classroom in the school to be a “Design Lab” and “Maker Space” € A commitment to “play” with my blueprint with students- first steps to utilizing this tool € Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of € interest to support readiness for careers and future next steps € Advance the use of my Blueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting 	<p align="center">High</p>
<p>Strategy 2: Leverage teacher leads</p>	
<p>Strategy 3: Leverage the experts in the division for support.</p>	
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Teachers are passionate and engaged in professional development in “learning for transfer” • Teachers are designing authentic learning tasks that involve students living with real world, authentic, hands-on learning experiences. • We are committed to designing learning in an authentic way. • We are committed to learning and designing with the three principles in mind: teaching through a conceptual lens, students grappling with complex problems over time and students being agents of change. • We are committed to implementing the new curriculum in engaging ways. • Two of our staff members are on the divisional lead team for implementing curriculum. <p>Areas of Growth:</p> <ul style="list-style-type: none"> • Improve student engagement and FLOW • Increase teacher, student and parent use of myblueprint. <p>Next Steps:</p>	

- Continue to design learning in an authentic way, using learning cycles, visible thinking routines, and conceptual learning strategies.
- Employ the wisdom of staff who are already well-versed in myblueprint, as well as experts from division office to support the use of myblueprint next year. This will enable us to embed student growth over time in a digital portfolio.

<p style="text-align: center;">Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Advance understanding of how the practices within the 3 Principles of Deep and Transferable Learning FSD Teacher Guide to Success provide meaningful, intellectually engaging, learning experiences for each learner. • teachers looking at wiser practices and strategies. 	<p>High</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Commitment to implementing the new Science and Social Studies curriculum • Staff are committed to unpacking and learning the new curriculum and to teaching through the learning cycles. 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Attending system-wide learning sessions • Being part of the system’s PLC opportunity 	

Areas of Strength:

- We are committed to designing learning in an authentic way.
- We are committed to learning and designing with the three principles in mind: teaching through a conceptual lens, students grappling with complex problems over time and students being agents of change.
- We are committed to implementing the new curriculum in engaging ways.
- Two of our staff members are on the divisional lead team for implementing curriculum.

Areas of Growth:

- Commit to continuing to engage in Conceptual Learning and Learning for Transfer.
- Design learning for the new Science Curriculum.

Next Steps:

- In PLTs, continue to design learning for transfer, strengthen conceptual understanding, and revisit the learning cycles developed by the FSD lead team.
- Professional learning is based on a shared vision for deep and transferable learning, through collaborative structures and trauma informed practices.
- Continue to access divisional support, and lead teacher support as we design learning in new curriculum areas.
- Use services, supports and resources, collaborate between schools and utilize education partners in professional practices.
- Build capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum.

<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 • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<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 • 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 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</p> <p style="text-align: center;"><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 and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning</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"> • 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) • improvement in foundational numeracy and mathematical knowledge and skills for all students
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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

*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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	59.5%	13.5%	59.5%	5.4%	N/A	N/A
2023-2024	N/A	N/A	N/A	N/A	48%	3%	N/A	N/A	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
2020-2021	71%	41%	57%
2021-2022	70%	64%	56%
2022-2023	62%	57%	52%
2023-2024	59%	79%	55%
Evaluation	Low	High	Low

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	n/a	n/a	n/a	n/a
2021-2022	52%	62%	59%	74%
2022-2023	61%	63%	68%	74%
2023-2024	N/A	N/A	N/A	N/A

Strategies: 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>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: <ul style="list-style-type: none"> Advance system-wide use of high-yield principles and practices within English and mathematics and 	

<p>numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.</p>	<p>Intermediate</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Revisiting mathematical mindset • Deepening our understanding of mathematical processes • Designing for learning specifically in math that allows for the following math learning progression: concrete, pictorial and symbolic • Teachers implementing strategies learned at FSD Math and Literacy sessions 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Unpacking new curriculum and designing learning with a conceptual lens • Looking at a common math assessment and creating actionable next steps (mipi) • Focusing on flexibility and fluency of basic math number concepts so that they have automaticity; this leads to confidence when going deeper into learning for transfer 	

Areas of Strength:

- Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Designing for learning specifically in math that allows for the following math learning progression: concrete, pictorial and symbolic.
- Teachers implementing and sharing strategies learned at FSD Math and Literacy sessions.
- Three of our staff were part of creating common rubrics for the school division in literacy and numeracy
- Two of our staff members are on the divisional lead team for assessment of new math curriculum.

Areas of Growth

- Access supports to address the growing complexities of classrooms and close the learning gaps we are noticing since COVID interruptions to our school.
- Support classroom teachers within the school as well as within the classroom;
- implement more universal design strategies.

Next Steps:

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

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

Evidence and Key Insights

Advance First Nations, Métis, and Inuit student success

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

Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
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	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
2022-2023	74%	83%	74%	100%	72%	100%	80%	100%	76%	100%	77%	100%	69%	100%	78%	83%	83%	93%
2023-2024	67%	75%	67%	100%	61%	100%	63%	75%	78%	75%	74%	75%	76%	75%	68%	100%	75%	50%

Evaluation	Int	High	Int	V High	Int	V High	Int	High	High	High	High	High	High	High	High	Int	V High	High	Low
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<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</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:</p> <ul style="list-style-type: none"> • Staff are working closely with Charity Tegler who is our Indigenous Learning Facilitator to advance instructional practices • We have deepened our cultural appreciation through our learning and understanding around the circle of courage, medicine wheel and 7 Grandfather teachings <ul style="list-style-type: none"> • we are taking our own personal journey on what it means for all things to be in balance and harmony • building understanding of indigenous ways of being and doing through an emphasis to learning through the outdoors and connecting with one another through circles. 	<p>High</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner. 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Advancing reconciliation through school wide participation in events such as Indigenous day wearing Orange Shirts for Every Child Matters Day, celebrating Metis month, implementing Indigenous traditional games day • Learning about and participating in Indigenous Activities 	

Areas of Strength:

- Staff are excited to take learning outside
- Staff embed Indigenous principles in their learning cycles
- Staff reach out to Divisional support as needed
- Staff are committed to advancing Reconciliation
- Partnership with Millarville, Turner Valley, Oilfields, Stoney Nakoda and Chief Jacob Bear’s Paw.

Areas of Growth

- Move forward the Calls to Action for the Truth and Reconciliation Commission as relates to Education.
- Continue to embed two-eyed seeing concepts within our school and within our units of study.
- Continue to work closely with our Indigenous Divisional Indigenous Learning Coordinator.
- Strengthen relationships with and reduce barriers between CIM and our Chief Jacob Bearspaw School Stoney Nakoda neighbours.

Next Steps:

- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner
- Continue to embed two-eyed seeing concepts within our school and within our units of study for example by valuing global Science and Indigenous ways of knowing.
- Continue to work closely with our Indigenous Divisional Learning Coordinator, so that we move forward in a good way. Consult with Charity Tegler as we plan our Indigenous ways of knowing, connect with Indigenous communities, Elders, and knowledge keepers so that we move forward in a good way.
- Reduce barriers and deepening appreciation and understanding of our Stoney Nakoda neighbours by participating in the Annual Pow wow hosted by Chief Jacob Bearspaw School, and by learning alongside Chief Jacob Bearspaw students and staff throughout the year during sports, and other opportunities. Continue to hold our collaborative meetings with the other FSD schools and Chief Jacob Bearspaw School, and our Stoney Nakoda neighbours.

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>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	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	<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,

	<p>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>collaborative engagement, reflective practice, and growth, supervision, and evaluation</p> <ul style="list-style-type: none"> • 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)
2020-2021	100%	96%	65%	85%	72%	100%
2021-2022	81%	96%	65%	85%	72%	85.2%
2022-2023	100%	100%	100%	100%	100%	100%
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High

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
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	94%	97%	82%	91%
Evaluation	Very high	Very High	Very High	Very High

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:	

<ul style="list-style-type: none"> • Staff attend system learning days where there is a three-year plan on learning how to teach for transfer: students form conceptual understandings; students are agents of their own learning; students learn about complex problems. • Staff are learning how to design learning with a provocation, learning launches, creating guide to successes, engaging students with a critical challenge and including an overarching critical inquiry question to guide the learning. 	<p>Very High</p>
<p>Strategy 2:</p> <ul style="list-style-type: none"> • Through shared leadership opportunities, and collaborative conversations across grade level teams, we will continue to discuss best practices and share PLT learning and successes. 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders. <p>Strategy 4:</p> <ul style="list-style-type: none"> • Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning. 	

Areas of Strength:

- Through shared leadership opportunities, and collaborative conversations across grade level teams, we will continue to discuss best practices and share PLT learning and successes.
- Staff are engaged in the work of conceptual learning, learning for transfer, and new curriculum.
- We have 2 lead teachers who are on the Lead Curriculum team that help support and guide the work.
- Staff attend system learning days where there is a three-year plan on learning how to teach for transfer: students form conceptual understandings; students are agents of their own learning; students work with complex problems over time.
- Staff are learning how to design learning with a provocation, learning launches, creating guide to successes, engaging students with a critical challenge and including an overarching critical inquiry question to guide the learning.

Areas of Growth:

- Continue to explore wiser practices while we implement new curriculum.
- Support our wide range of learners.
- Continue to share and celebrate our learning story and journey.

Next Steps:

- Next year we will have several new staff members who will be learning about CIM school and the culture we have created.
- Leverage the wisdom of lead teachers who led the assessment work at the divisional level.
- Continue to revisit structures and systems within our classroom and school community to support our wide range of learners.
- Continue to share and celebrate through weekly newsletters, Instagram, Facebook