

Year 3 - Ecole Okotoks Junior High School

Annual Education Results Report 2023-2024

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 \(year 3\)](#)
[Okotoks Junior \(foothillsschooldivision.ca\)](#)

School Land Acknowledgement

FRENCH:

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

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

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

ENGLISH:

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

We recognize, honour, and remember the Indigenous peoples who have lived here and continue to live on this land: the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut'ina. Okotoks is also home to the Rocky View District of the Otipemisiwak Métis Government for the Métis Nation within Alberta.

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

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

Providing Accountability and Assurance

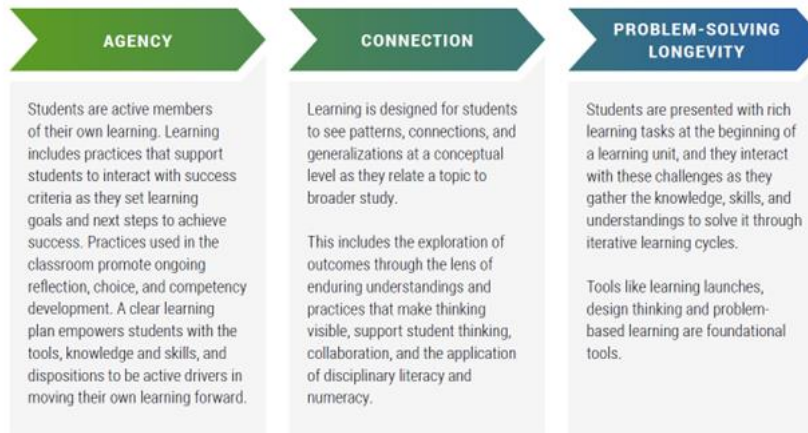
Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the 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



Our Goals and Strategies

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

About Our School



École Okotoks Junior High



Our Vision

INSPIRING critical thinkers who are kind, confident and resilient.

Our Mission

DESIGNING opportunities for students to develop their passion and potential.

École Okotoks Junior High School is a grade 7-9 school with approximately 470 students and 35 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital design, band, choir, guitar, outdoor expedition, makerspace, and drama to name a few.

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

School Highlights and Celebrations

Some of the celebrations as highlighted by students include the kick off assembly, the school wide field trips, backyard BBQ & games, and the school play, to name a few. Staff took on new initiatives such as the Skills Expo, CTF Market and Building a Thinking Classroom, as well as continued to create meaningful learning opportunities that increased innovation and risk taking. Throughout the 2023-2024 school year we also saw an increase in parent involvement throughout the school whether it be for the luncheon, field trips, Track & Field, BBQs, or other school events. We noticed an increase in our French Immersion PAT results specifically in French Language Arts and Math, and many of our students completed the DELF language proficiency exam.

Alberta Education Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	82%	very high
Citizenship	71%	intermediate
Education Quality	82%	very high
Lifelong Learning	66%	low
Parental Involvement	64%	very low
Program Access	77%	high
Program of Studies	85%	very high
Program of Studies/At risk students	83%	very high
Safe and Caring Schools	79%	high
School Improvement	64%	very low
Student Learning Engagement	83%	very high
Welcoming Caring Responsive Student Learning Environment	81%	very high
Work Preparation	66%	low

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	73.8	intermediate
Citizenship	58.9	Very Low
Education Quality	79.7	high
Lifelong Learning	58.5	Very Low
Parental Involvement	74.6	Intermediate
Program Access	51.7	Very Low

Program of Studies	79.4	High
Program of Studies/At risk students	72.1	Intermediate
Safe and Caring Schools	77.7	high
School Improvement	60.4	Very Low
Student Learning Engagement	81.8	high
Welcoming Caring Responsive Student Learning Environment	68.5	low
Work Preparation	74.7	Intermediate

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

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

Stakeholder Engagement Results Analysis

<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance stakeholder engagement and communications</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></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>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • governance aligns with and is responsive to the needs and expectations of the learning community • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system • communication provides assurance 	<ul style="list-style-type: none"> • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

<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"> • 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>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*

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

Areas of Strength:

- Hybrid model of parent teacher interviews – parents appreciate the flexibility of in person, phone or virtual.
- Teacher communication through weekly emails home
- Increased engagement on social media (parents and students)
- Increased community connections (McMan, CPS, RCMP, Town of Okotoks, etc)
- Increase of parents accessing Edsembli
- Students identified through the Student Matters Survey that they feel connected to staff

Areas for Growth:

- The consistency of attendees at School Council meetings

Next Steps:

- Field trips connected to community – parks, businesses, organizations, etc.
- Increase student engagement in clubs
- Parent information sessions on challenges youth face (i.e. Mental Health, cell phones, etc.)

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
------	----------	------------

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

Measures and Targets

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

Provincial

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

Local

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

Evidence 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	76.8%	41.9%	66.3%
2021-2022	81.1%	55.5%	54.7%
2022-2023	85.8%	68.9%	66.8%
2023-2024	79.7%	74.6%	60.4%

Evaluation	HIGH	INTERMEDIATE	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
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	86%	62%	94%	67%	80%	65%
2022-2023	88%	62%	94%	66%	83%	70%
2023-2024	83%	71%	82%	79%	82%	64%
Evaluation	VERY HIGH	INTERMEDIATE	VERY HIGH	HIGH	VERY HIGH	VERY 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>
Strategy 1: Education Plan sets out what needs to be done including determining priorities, outcomes, measures and strategies that will be implemented to improve results.	HIGH
Strategy 2: Evidence informed decision making, learning, capacity building and stakeholder engagement.	HIGH
Strategy 3: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	HIGH

Areas of Strength:

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

- Participation in Ab Ed Assurance Survey & FSD Assurance Survey
- Sharing the Ed plan and Learning Goals regularly with the parent community via weekly newsletter

Areas for Growth:

- Increase parental understanding of what parental involvement can look like at EOJHS
- Increase parental knowledge of the many acts of citizenship happening within EOJHS

Next Steps:

- Looking into the data and connecting with stakeholders about why the Education Quality data has declined.

Support

Our Story of Support

- 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><i>Desired Result</i></p> <p>Advance wellness and well-being</p> <p>Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • learners contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • learners are active, healthy, and well • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations

	<p>allow them to make decisions, achieve goals, build resiliency, and adapt to change</p> <ul style="list-style-type: none"> • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • 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>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

		<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
--	--	---

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	79.7%		62.3%		
2021-2022	77.5%		71.1%		
2022-2023	81.2%		76.1%		
2023-2024	77.7%		73.8%		
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	93%	85%	76%	58%	91%
2021-2022	87%	86%	72%	55%	87%
2022-2023	82%	80%	69%	58%	87%
2023-2024	83%	82%	74%	59%	87%
Evaluation	VERY HIGH	VERY HIGH	INTERMEDIATE	VERY LOW	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: 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</p>					<p>HIGH</p>

Strategy 2: Student Matters, Student Council, SOS-Q, and Intellectual Engagement Data	HIGH
Strategy 3: Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning and using evidence based practices such as Positive Behaviour Supports, Restorative Practices and Trauma Informed Practices	HIGH
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Student involvement in planning and attending the Wellness Conference. • Students engaged in clubs, sports teams, and other extracurricular opportunities. • Consistency application of Behaviour Continuum and office referral reflection sheet. • Student Matters actioning their goals and getting input from the student body. • Targeting the SOS-Q results with purposeful strategies. <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Inconsistency and lack of confidence in applying Restorative Practices and Trauma Informed Practices. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to model Restorative Circles so that it feels safe for staff to lead them. 	
<p>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></p>	<p>Evaluation <i>Impact of strategies implemented</i></p>
Strategy 1: Classroom formative assessments	HIGH
Strategy 2: Student Success Protocols such as SIS, ELL intake, PBS, Suicide Risk Assessments	HIGH
Strategy 3: SEL Curriculum	HIGH
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Learning Support meetings on a weekly basis where kids are flagged, and support is put in place. • Communication with staff weekly about which students were discussed at Student Services Meetings. • Student Services as a hub where students can receive support (Academic, Behaviour, & Social-Emotional). • Partnership with Minds Matter targeting SEL programming. • An increase in inclusive practices to meet students where they are at. <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Built in time to talk about kids (Collaborative Team Meetings) 	

- Teachers programming for students requiring individualized support.

Next Steps:

- New EAL benchmarks and tracking.

Success

Our Story of Success

- [Alberta Learning Competencies](#)
- [Assessment and Reporting](#)
- [Career Education](#)
- [Innovation and Design](#)
- [Learning that Transfers](#)
- [First Nations, Métis, and Inuit student success](#)
- [French Immersion](#)
- [Literacy](#)
- [Numeracy](#)

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance innovation and design</p> <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>	<p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. • 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
<p>Goal 2</p> <p><i>Desired Result</i></p> <p>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>Outcomes</p> <p><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 	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress,

	<ul style="list-style-type: none"> 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"> 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

- **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
2020-21	80%	70%	59.8%	76.8%	57.6%	73.4%
2021-22	85.9%	70.8%	60.3%	81.1%	65%	80.9%
2022-23	89.9%	74.8%	66.1%	85.8%	67.4%	83.1%
2023-2024	79.4%	74.7%	58.9%	79.7%	58.5%	81.8%
Evaluation	HIGH	INTERMEDIATE	VERY LOW	HIGH	VERY 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	92%	73%	81%	87%	N/A	N/A	N/A
2021-2022	92%	65%	80%	85%	N/A	N/A	N/A
2022-2023	88%	63%	78%	82%	48.5%	58%	60%
2023-2024	75%	50%	71%	75%	25%	25%	50%
Evaluation	INTERMEDIATE	VERY LOW	LOW	INTERMEDIATE	VERY LOW	VERY LOW	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: Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies as a strategy for engagement and exposing students to a greater breadth of possible careers.</p>	<p align="center">HIGH</p>
<p>Strategy 2: 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.</p>	<p align="center">HIGH</p>
<p>Strategy 3: Advance staff learning and collaboration to ensure a positive, coherent experience for all EOJHS students in career-based education.</p>	<p align="center">HIGH</p>

Areas of Strength:

- Enrollment in Makerspace complimentary course
- FI program continues to flourish with high enrollments.
- Skills Expo for CTF
- Increased attendance in complimentary courses (variety and scheduling)

Areas for Growth:

- Utility of complimentary courses and the connection to competencies.

Next Steps:

- Advance staff capacity in weaving innovation and design into their core content area to expose kids connections beyond the school environment.

<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: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices</p>	<p align="center">HIGH</p>
<p>Strategy 2: Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.</p>	<p align="center">INTERMEDIATE</p>

Areas of Strength:

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

Areas for Growth:

- Making learning relevant.

Next Steps:

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

<p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p style="text-align: center;">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 style="text-align: center;">Outcomes <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 style="text-align: center;">Indicators <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</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. Students will have the literacy and numeracy competency to engage in 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy

<p>improved student growth, achievement, and success.</p>	<p>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>	<ul style="list-style-type: none"> • 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) <p>improvement in foundational numeracy and mathematical knowledge and skills for all students</p>
---	---	--

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.

- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL 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 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	92.4%	15.2%	66.9%	9.1%	78.3%	10.2%	80.1%	12.8%	75%	0
2023-2024	90.6%	18.9%	60.3% 72.7% (FI)	7.9% 30.3% (FI)	80.2% 63.6% (FI)	17.5% 9.1% (FI)	78.6% 72.7% (FI)	15.9% 6.1% (FI)	84.8%	12.1%

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	53%	73%	67%
2021-2022	49%	77%	72%
2022-2023	60%	55%	40%
2023-2024	69%	76%	72%
Evaluation	LOW	INTERMEDIATE	INTERMEDIATE

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	53%	60%	57%	68%
2022-2023	73%	91%	73%	86%
2023-2024	73%	96%	84%	85%
Evaluation	INTERMEDIATE	VERY HIGH	VERY HIGH	VERY HIGH

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

% Students at or above grade level

Performance Measures	7e année automne (Fall Grade 7)	8e année automne (Fall Grade 8)	9e année automne (Fall Grade 9)
2021-2022	77%	60%	83%
2022-2023	90%	74%	76%
2023-2024	N/A	N/A	N/A
Evaluation	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: Continuous improvement cycles	HIGH
Strategy 2: High-yield teaching strategies	HIGH

Areas of Strength:

- Commitment to rigor and excellence
- Dedicated teachers with experience and wealth of knowledge in content areas
- Implementing the Thinking Classroom (grade 7)

Areas for Growth:

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

Next Steps:

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

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	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	46%	N/A	43%	N/A	62%	N/A	54%	N/A	62%	N/A	43%	N/A	76%	N/A	59%	N/A	62%	N/A
2022-2023	52%	67%	42%	33%	53%	33%	63%	67%	76%	100%	60%	67%	70%	100%	77%	100%	70%	67%
2023-2024	52%	75%	40%	50%	47%	25%	54%	75%	74%	75%	54%	50%	72%	50%	73%	50%	60%	50%
Evaluation	VERY LOW	INTERMEDIATE	VERY LOW	VERY LOW	VERY LOW	VERY LOW	VERY LOW	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	VERY LOW	VERY LOW	INTERMEDIATE	VERY LOW	INTERMEDIATE	VERY LOW	VERY LOW	VERY LOW

<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: Develop collective capacity to incorporate instructional practices that honour traditional teachings, incorporating strategies learned in lead team book study.</p>	<p align="center">LOW</p>
<p>Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.</p>	<p align="center">INTERMEDIATE</p>
<p>Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.</p>	<p align="center">INTERMEDIATE</p>

Areas of Strength:

- Continued willingness to learn and lead learning related to Indigenous foundational knowledge
- Including Land Acknowledgement in all formal events at the school
- Bringing in elders, artists, dancers, drummers etc. to provide authentic and worthwhile cultural and learning experiences

Areas for Growth:

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

Next Steps:

- Create a student led group to lead and provide voice in how to weave indigenous ways of knowing within our school culture

<p align="center">Teaching, Learning and Leadership Results Analysis</p>		
<p align="center">Goal 5</p> <p align="center"><i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p align="center">Outcomes</p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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 	<p align="center">Indicators</p> <p align="center"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning,

standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”
[GOA, Ministry of Education – Business Plan 2020-23, p.56](#)

- collaborative engagement, reflective practice, and growth, supervision, and evaluation
- teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice
- teachers and leaders improve their professional practice in learning for transfer
- improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning
- improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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	45%	49%	25%	50%	24%	N/A
2021-2022	17%	21%	24%	13%	24%	71.2%
2022-2023	83%	94%	70%	67%	67%	58.5%
Evaluation	VERY HIGH	VERY HIGH	LOW	LOW	LOW	VERY LOW

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	84%	97%	70%	72%
Evaluation	VERY HIGH	VERY HIGH	LOW	INTERMEDIATE

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: Focused system learning days and local (school) based learning that advance student success through impactful teacher collaboration and learning	HIGH

Strategy 2: Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning	HIGH
Strategy 3: Increase the efficacy of our Professional Learning Teams by restructuring according to their chosen Learning Pathways for their for PLT's and encouraging differentiated professional development.	HIGH
Strategy 4. Making connections to learning from, with and in nature	HIGH

Areas of Strength:

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

Areas for Growth:

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

Next Steps:

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