

École Joe Clark School Annual Education Results Report 2020-2021

Our 2020-2021 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 and areas for growth. 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 priorities of engagement, support and success for each learner.

For further information follow links to

[School Education Plan](#)

[School Website](#)

Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

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.

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

About our School

Ecole Joe Clark School is a dual track school of Junior Kindergarten-Grade 5. We have approx 320 students in French Immersion and English Programming. Our population serves the High River community. Our school is known for our student leadership capacity, strong community connections and dynamic approach to complex students. We identify as the Broncos and our mission is *“Believe in yourself, Découvrez le leader en vous!”*



Providing Assurance

Guiding Principles

Our school's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts, as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school authority plans and results.

School Highlights and Celebrations: 2020-2021

- Dynamic and engaged school council that is growing. Our school council meetings are well attended by a great cross sample of parents in the school. Our parent volunteers are very involved and make our school a great place to be for all!
- Monthly Bronco Time is a fixture in our school. Students and parents enjoy a time where we gather, monthly, to celebrate achievements.
- Multidisciplinary approach to complex learners. We work with a variety of organizations and non-profits to ensure that we are curating wrap around services for our most complex learners.
- A culture of collective responsibility is evident in staff's approach to all learners.
- [Students regularly report having a strong sense of school identity and that school is a safe, caring and welcoming place for them.](#)
- Our Music Program promotes traditions such as [Tin Can Kids](#) as an example of traditions that students look forward to as they move onto Middle School.
- We maintain very high achievement in the last 2 years on the Accountability Pillar Survey Results, in all areas. We anticipate our Annual Education Results Report to have a similar trend in results.

Accountability Pillar Overall Summary
 3-Year Plan - May 2018
 School: 5316 Right Honorable Joe Clark School



Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.1	82.7	82.2	88.8	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	87.3	90.1	88.8	81.8	81.9	81.7	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	81.8	96.0	94.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	N/A	N/A	N/A	2.3	3.0	3.3	N/A	N/A	N/A
Student Learning Achievement (Grades K-9)	High School Completion Rate (2 yr)	N/A	N/A	N/A	76.8	78.0	77.0	N/A	N/A	N/A
	P.A.T. - Accessible	N/A	N/A	N/A	73.4	73.6	73.2	N/A	N/A	N/A
Student Learning Achievement (Grades 10-12)	P.A.T. - Excellence	N/A	N/A	N/A	19.8	19.4	18.8	N/A	N/A	N/A
	Diploma - Accessible	N/A	N/A	N/A	83.0	82.7	83.1	N/A	N/A	N/A
Preparation for Lifelong Learning, World of Work, Citizenship	Diploma - Excellence	N/A	N/A	N/A	22.2	21.2	21.5	N/A	N/A	N/A
	Diploma Exam Participation Rate (1st Exams)	N/A	N/A	N/A	56.7	54.9	54.7	N/A	N/A	N/A
Parental Involvement	Rutherford Scholarship Eligibility Rate	N/A	N/A	N/A	83.4	82.3	81.5	N/A	N/A	N/A
	Transition Rate (2 yr)	N/A	N/A	N/A	58.7	57.9	58.0	N/A	N/A	N/A
Continuous Improvement	Work Preparation	88.0	97.6	90.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.9	88.5	89.1	83.0	83.7	83.7	Very High	Declined	Good
Continuous Improvement	Parental Involvement	88.1	88.6	92.8	81.2	81.2	81.0	Very High	Maintained	Excellent
	School Improvement	78.2	90.1	91.1	86.3	81.4	80.7	High	Declined Significantly	Good

2018

Accountability Pillar Overall Summary
 3-Year Plan - May 2019
 School: 5316 Right Honorable Joe Clark School



Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.8	82.1	81.8	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	86.4	87.3	88.0	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	96.6	91.5	90.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	N/A	N/A	N/A	2.6	2.5	2.9	N/A	N/A	N/A
Student Learning Achievement (Grades K-9)	High School Completion Rate (2 yr)	N/A	N/A	N/A	79.1	79.0	77.5	N/A	N/A	N/A
	P.A.T. - Accessible	N/A	N/A	N/A	73.6	73.4	73.3	N/A	N/A	N/A
Student Learning Achievement (Grades 10-12)	P.A.T. - Excellence	N/A	N/A	N/A	19.9	19.5	19.2	N/A	N/A	N/A
	Diploma - Accessible	N/A	N/A	N/A	83.7	83.0	83.0	N/A	N/A	N/A
Preparation for Lifelong Learning, World of Work, Citizenship	Diploma - Excellence	N/A	N/A	N/A	24.2	22.2	21.7	N/A	N/A	N/A
	Diploma Exam Participation Rate (1st Exams)	N/A	N/A	N/A	56.3	55.7	55.1	N/A	N/A	N/A
Parental Involvement	Rutherford Scholarship Eligibility Rate	N/A	N/A	N/A	84.8	85.4	82.2	N/A	N/A	N/A
	Transition Rate (2 yr)	N/A	N/A	N/A	59.0	58.7	58.7	N/A	N/A	N/A
Continuous Improvement	Work Preparation	87.3	85.0	90.2	83.6	82.4	82.8	Very High	Maintained	Excellent
	Citizenship	87.3	83.9	87.2	82.8	83.0	83.5	Very High	Maintained	Excellent
Continuous Improvement	Parental Involvement	88.8	89.1	89.9	81.3	81.2	81.1	Very High	Maintained	Excellent
	School Improvement	85.8	78.2	88.0	81.8	80.3	81.8	Very High	Maintained	Excellent

2019

Accountability Pillar Overall Summary
 3-Year Plan - May 2020
 School: 5316 Right Honorable Joe Clark School



Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Pre Year Result	Pre 3 Year Average	Current Result	Pre Year Result	Pre 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	81.0	80.6	82.8	86.4	89.0	89.2	Very High	Maintained	Excellent
	Engagement of Students	88.4	86.4	87.9	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	83.8	85.0	84.2	80.3	80.2	80.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (12 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-6)	ELF - Adequacy	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	ELF - Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	Dikema - Adequacy	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Dikema - Excellence	n/a	n/a	n/a	24.8	24.2	23.5	n/a	n/a	n/a
	Dikema Exam Participation Rate (10-12)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Postsecondary Scholarship Eligibility Rate	n/a	n/a	n/a	66.8	64.9	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (12 yr)	n/a	n/a	n/a	80.1	80.0	80.5	n/a	n/a	n/a
	Work Preparation	88.8	87.3	90.0	84.1	85.0	82.7	Very High	Maintained	Excellent
Parental Involvement	Citizenship	82.3	87.1	86.5	83.3	82.9	83.2	Very High	Maintained	Excellent
	Parental Involvement	84.3	86.9	86.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.0	85.0	85.1	81.5	81.0	80.9	Very High	Maintained	Excellent

2020

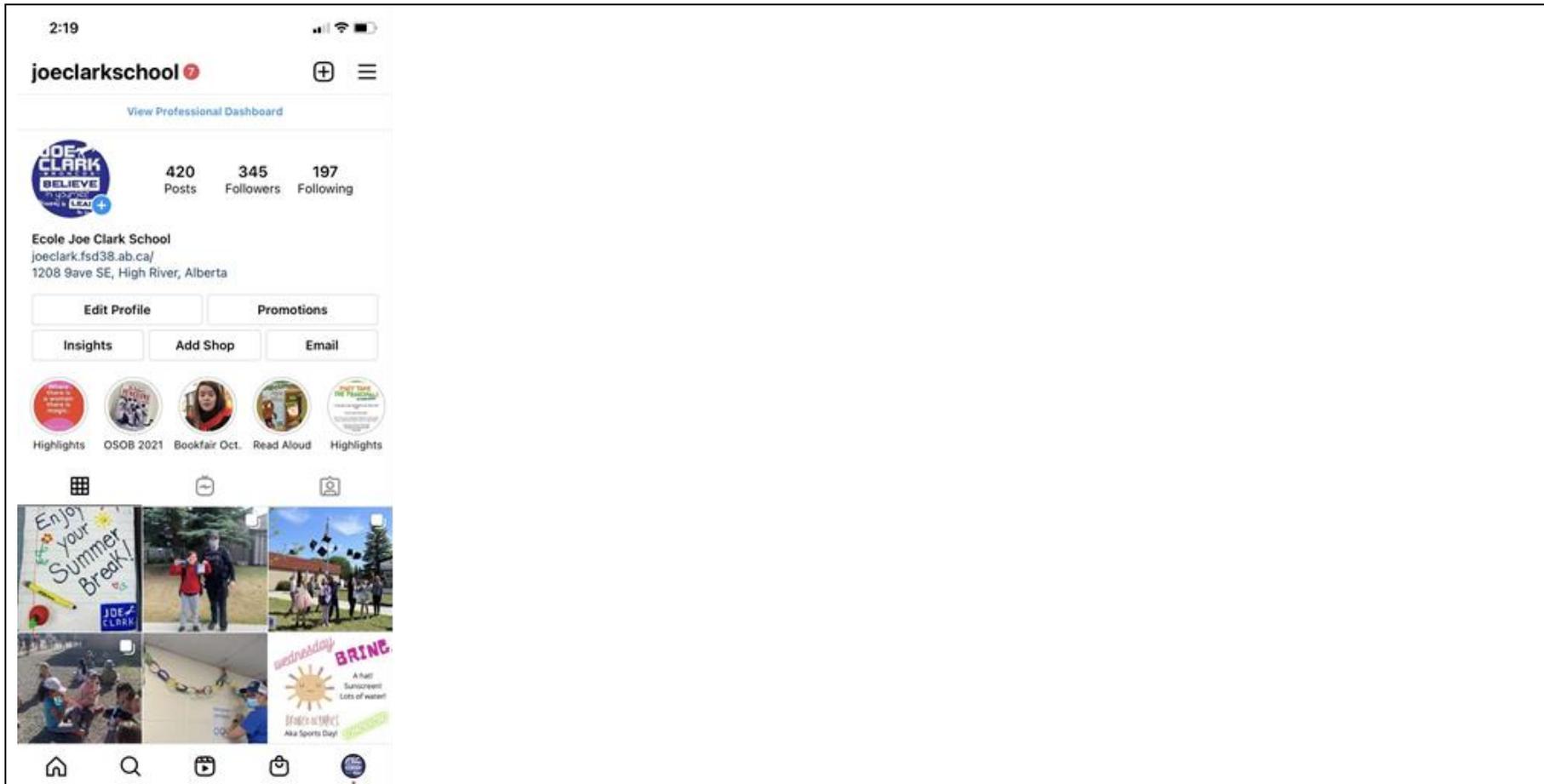
Engagement

Our story of engagement for each learner

Our engagement is best exemplified by our activity on Social Media. School council manages Facebook, Twitter and Instagram. These venues allow us to visualize what our community is like. We also have a captive audience for feedback when requested. An example of when we needed community engagement was when the Primary Rural Physician Network requested that we help with a Quality Improvement Project. Ecole Joe Clark, along with Spitzee School helped to facilitate this research through our schools.



AHS ENGAGEMENT RURAL PRIMARY PHYSICIAN NETWORK : Quality Improvement Project during the Covid 19 Pandemic to promote understanding of COVID 19 and uptake on vaccinations.



Example of our Social Media Engagement: Instagram

For further information on ENGAGEMENT follow links to:

Student Matters: [Student engagement link for school](#)

Celebration of Staff 2021!: [JAMBOARDfor acknowledgement](#)

[School Website](#)

[AERR](#)

[Student Engagement- Student Matters](#)

[School Relaunch Handbook](#)

Stakeholder Engagement

Goal	Outcomes	Indicators
<p>Ecole Joe Clark School will develop systems and structures that ensure that students:</p> <ul style="list-style-type: none">● Are engaged in the learning at school● Demonstrate ownership for and of their learning● Are building their knowledge and development of the Competencies	<ul style="list-style-type: none">● Improvement in standardized literacy assessments (GRADE, RRST, F&P, GB+)● Improvement in MIPI results for Mathematics● APORI results for continuous improvement will reflect growth from previous 3 years● Utility of school measure in the SOSQ will reflect a sense of students' usefulness and relevance of school● Increased engagement of stakeholder on the following measures:<ul style="list-style-type: none">○ APORI○ School Council○ Social media engagement○ Conferences/parent teacher interview engagement	<ul style="list-style-type: none">● The school engages students and their families, staff and community in a shared vision for student success.● The school employs a cycle of evidence-based continuous improvement to inform on going planning, and priority setting and to build capacity.● Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.● The school anticipates local and societal needs and circumstances and respond with flexibility and understanding.

- The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement.

Measures and Targets

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

Provincial

- Accountability measure of parent involvement.
- Accountability measure of continuous improvement
- Accountability Measure for overall quality of basic education

Local

- Structures, systems and strategies that ensure a continuous improvement cycle.
- Programs, services, strategies and local measures that demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building.
- Evidence of improvement in structures and systems that support reflective and collaborative learning.
- Structures, systems and strategies that ensure ongoing stakeholder engagement.

- Programs, services, strategies and local measures that demonstrate learners communicate, collaborate, think critically and solve problems in advancing educational excellence through stakeholder engagement.
- Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners
- Impact of stakeholder engagement in decision-making.

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- Development of a continuum of support in the school
- Ensuring that we practice common and consistent strategies in our classrooms from K-5 in literacy in numeracy
- Professional development foundations of literacy
- Engage parents in the learning process with their child to help foster literacy and numeracy development
- Curate conditions and an environment that empowers people to feel safe to contribute their expertise to the larger school context
- Monitoring attendance and informing parents of the importance of attendance
- Implementation of Ecole Joe Clark School News to engage parents and students and promote a sense of community
- Development of a communication continuum
 - Engagement through social media platforms such as Twitter, Instagram and Facebook
 - Bi-Weekly newsletters
 - Live video announcements

Stakeholder Engagement Results Analysis

Performance Measures	Student Engagement	Staff Engagement	Parent Engagement	Community Engagement	Communications
Overall Achievement			84%		

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

Provincial:

Performance Measure	Results					Target	Evaluation			Targets		
Parental Involvement	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
	92%	89%	89%	87%	84%	84%						

Performance Measure	Results					Target	Evaluation			Targets		
Continuous Improvement	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
	88%	92%	78%	85%	81%	84%						

Local:

- School council engagement
- School community engagement
- Staff engagement
- Student engagement

School:

- School council engagement
- School community engagement
- Staff engagement
- Student engagement

Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

Impact and effectiveness of strategies implemented.

- **Our Students' Matters committee indicates that student voice to the school based decision making process is essential. Therefore we are focusing on ensuring student voice is a strong part of our occurrence measures.**
- **Development of a larger school based shared leadership team. This strategy was informed by the data collected from staff regarding the need to be more connected, aligned and informed.**
- **Engage a community connection committee that includes a larger community team. This will include representation from health, business, social work, non-profit, etc. It was apparent in our stakeholder feedback that in order to truly gather voice from all stakeholders it will need to be initiated and coordinated by a school in committee form. Our previous method of engaging the community was effective, as many were involved in the school happenings, but did not serve the greater community.**
- **Continue to build our social media platforms as our engagement in both Instagram and Facebook has increased.**
- **Following a staff survey it was evident that staff requires some capacity building in understanding and acting on assurance measures.**

Support

Our story of support for each learner

Joe Clark School is a dynamic school with a highly collaborative staff. All staff (teaching & support), develop a deep understanding of student narratives in order to meet each student where they are at in their learning journey.

For further information on SUPPORT follow links to:

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

Conditions for Collaboration:

https://docs.google.com/presentation/d/1gTvTpjyByFHsLn8T4Bb7_YPdDZibwD1onlKlyoLteW/edit?usp=sharing

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

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

[Comprehensive School Health](#)

[FSD Parent Learning Link - FSD Staff Learning Link - FSD Student Learning Link](#)

[Support for each learner](#)

[Staff Wellness and Student Well-being](#)

[Safe and Caring Learning Environments](#)

[Accessing my Learning and Academic Resources](#)

[Learning Opportunities](#)

[Resiliency](#)

[Community Resources](#)

Goals	Outcomes	Indicators
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<p>Staff and students will deepen their understanding in order to develop their attitudes and skill sets that will cultivate a safe, caring, welcoming and inclusive environment at Ecole Joe Clark School.</p> <ul style="list-style-type: none"> ● Staff and students will have the opportunity to consistently engage in Mental Health Awareness Supports and Education provided during the school year. 	<ul style="list-style-type: none"> ● Continuum of Supports enhances supports for all learners ● Teacher and student confidence is evident in understanding social emotional competencies ● Implementation of the social/emotional learning (SEL) competencies ● Increased staff awareness of social emotional needs and responding to those through the lens of Positive Behavior Support ● Curated conditions and an environment that empowers people to prioritize student and staff well being through the lens of well-being, Mental Health and Academic 	<ul style="list-style-type: none"> ● Feedback from Student Matters committee ● Student referrals show evidence of capacity building of staff in support all learners in their care ● Improvement in the following SOS Q indicators: <ul style="list-style-type: none"> ○ Confidence ○ Peer relationships ● Appropriate and proactive of Level A classroom assessments to deepen understanding and intentionally design for student multiple entry points and success
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Measures and Targets

Provincial

- Accountability measures of Safe & Caring.
- Accountability measure of Student Inclusion and Access to Supports and Services.
- Accountability measure of parent involvement

Local

- Programs, services, strategies and local measures that demonstrate all learners contribute to and feel welcomed, cared for, respected and safe.
- Programs, services, strategies and local measures that demonstrate all learners access a continuum of supports.

- Programs, services, strategies and local measures that demonstrate all learners access mental health, wellness and well-being supports.
- Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, Stakeholder Engagement & Feedback.

Strategies

- Prioritization of the instruction of social emotional competencies
- Formalize student referral process
- Common and consistent approach through the lens of:
 - Positive Behavior Support
 - The Leader in Me
 - NVCi de-escalation strategies
 - Social Emotional Competencies
- Appropriate and evidence based ILP's based on student narratives will ensure meaningful strategies are in place to support learners.
- Maintain and strengthen community agency connections for Mental Health, Basic Needs, Recreational Opportunities etc)
- Weekly Student Support Meetings: bringing teachers, FSLC, Admin, LC's together to support consistent implementation of student supports (SEL and Academics)

Learning Supports Results Analysis

Performance Measures	Safe and Caring	Program Access	Students at Risk Services	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
Overall Achievement				72%	56%	48%	40%	60%

Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

Impact and effectiveness of strategies implemented.

- **Student office referrals and school council expressed the need for a focus on Social Emotional Competencies. This was also an area of need in our community survey from the Primary Rural Physician Network. The analysis of multiple stakeholders indicated that in order to address the mental health capacity in a universal fashion, we need to prioritize social emotional competence learning.**
- **Following engagement with our staff advisory committee, it was also apparent that mental health and well-being supports will need to be made explicit to ensure health and well-being of staff.**
- **Evidence gathered in our Educational Plan from the past two years indicated the need for an advancement of our continuum of supports.**
- **A culture of collaboration is required to move shared leadership forward. Insight on the culture of collaboration in our school was gathered from staff. It became apparent that conditions need to be created to establish this culture beyond current conditions.**

Success

Our story of success for each learner

Students, staff, and parents are highly engaged in Literacy Supports and Interventions with Precision Reading and Levelled Literacy Intensive Supports. School wide, we are beginning to explore the Foundations of Literacy at the

universal level. Joe Clark staff actively engage in the Competencies work, and continue to refine our professional practice in design, instruction and assessment to ensure high levels of student efficacy.

For further information on SUCCESS follow links to:

CTF: POS: <https://education.alberta.ca/media/3576047/final-ctf-program-of-studies-april-11-2017.pdf>

FNMI Staff Learning Link: <https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/first-nations-métis-inuit>

[FSD Truth and Reconciliation For Learner Success Toolkit](#) and [First Nations, Métis and Inuit Resources](#)

[Professional Learning Calendar](#) and [Professional Learning Opportunities and Resources](#)

[Numeracy Excellence Commitments](#) and [Literacy Excellence Commitments](#)

[French Language Arts Excellence Commitments](#) and [French Services](#)

[FSD Staff Learning Link](#) - [FSD Parent Learning Link](#) - [FSD Student Learning Link](#)

[FSD Framework for Learning and FSD Continuity of Learning](#)

[Administrative Procedure 360 Assessment, Evaluation and Reporting](#) and [Design and AssessmentResources](#)

[Administrator Sharing Space](#)

[Resources by Grade and Resources by Subject](#)

[Literacy and Numeracy and Early Learning Resources](#)

Student Growth and Achievement

Goals	Indicators
Ecole Joe Clark School will support the success of each learner by:	<ul style="list-style-type: none"> Continuum of Supports enhances supports for all learners

<ul style="list-style-type: none"> ● promoting literacy and numeracy excellence ● Fostering the development of social emotional competencies ● Believing that all students can learn and engaging in professional opportunities to collaborate and develop their own efficacy. ● Leveraging community supports to promote collective responsibility to ensure optimal learning conditions for all students 	<ul style="list-style-type: none"> ● Professional Learning Communities/collaborative inquiry teams will reflect a collaborative response to pedagogical approach and student need ● We will see common and consistent universal strategies and supports in classrooms ● Increased staff awareness of social emotional needs and responding to those through the lens of Positive Behavior Support ● Success in Schools meetings result in a shared responsibility for the success of each learner and engages further supports for the child
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Measures and Targets

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

Provincial

- PAT & Diploma Results.
- High School Completion, Drop-out Rates, Transition Rates and Rutherford Scholarship.
- Accountability Pillar measures of Program of Studies, Education Quality, Active Citizenship & Life-Long learning.
- Accountability Pillar measure of Education Quality.
- Accountability Pillar measure of Teacher Professional Development.

Local

- Processes, strategies and local measures that demonstrate advancements in literacy, numeracy, outcomes & competency development
- Local measures including Intellectual Engagement Student Survey, SOS-Q, PLC Survey, Stories of impact, Stakeholder Engagement & Feedback.
- Programs, services, strategies and local measures that demonstrate First Nations, Métis learners are successful & students, teachers and school leaders learn about experiences, treaties, agreements and the history and legacy of residential schools.

- Processes, strategies, local measures that demonstrate high quality design, instruction and assessment practices, as well as, excellence in teaching and leading.

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- LLI will be in place to support Literacy Foundational work
- Teachers will have Professional Development during the 20-21 school year to develop common understanding of Foundation Literacy Progressions (Miriam Ramsay work)
- Teachers will have opportunity to collaborate and intentionally design for improved practices to build own and student efficacy built into PD days

Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

Impact and effectiveness of strategies implemented.

- **Staff feedback was gathered to inform direction of best practices for gathering evidence and formative assessment for students. A digital portfolio was the solution to aligning our assessment, parent engagement, common practices and Career Technology Foundations. Many staff have begun to use the digital tool of MyBlueprint, which we've decided to leverage universally.**
- **Following analysis of teachers' self assessment on the teacher quality standards and leadership quality standards, there is a need to apply foundational knowledge and teachings into our practice. We are looking to weave the Circle of Courage, ubiquitously, into our framework for learning.**
- **Although our data indicates literacy and numeracy performance is improving, post pandemic education gaps continue to need to be addressed. We will lean on best practices in literacy and numeracy, as well as align numeracy and literacy checkpoints from Kindergarten to grade 5.**

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

Performance Measures	Quality of Education	Life-Long Learning	Drop-out rate	High School Completion	
Performance Measures Intellectual Engagement	High Expectations	Relevance	Rigor	Effort	
Overall Achievement	91%	81%	80%	90%	
Literacy and Numeracy					
Literacy					
Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	Listening <i>Grades 2-5</i>	Vocabulary <i>Grades 2-5</i>	Comprehension <i>Grades 2-5</i>	<i>GRADE Assessment of Literacy from 2020-2021</i>	
Overall Achievement	41%	71%	61%		
Numeracy & Mathematics					

Performance Measures % of students at or above grade level (Grades 2 – 10) MIPI Assessment	Number g.2=71.5% g.3=63.3% g.4=49.9% g.5=60.8%	Patterns & Relations g.2=81.9% g.3=81.8% g.4=44.9% g.5=76.9%	Shape & Space g.2=81.2% g.3=89.4% g.4=81.6% g.5=59.6%	Statistics & Probability g.3=65.2% g.4=60.2% g.5=68.1%		
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Teaching, Learning and Leadership Results Analysis

Performance Measures % of teachers who agree	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs
Overall Achievement	80%	87%	78%	80%	77%	N/A

The Foothills School Division is focused on the priority of Engagement, Support and Success for Each Learner

<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>Our Commitments for Optimum Student Learning</p>  <p><i>Optimum student learning is achieved through</i></p>	<p>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>
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Engagement		Support	Success
Local and Societal Context		Learning Supports	Student Growth and Achievement
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</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>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
Governance			Teaching and Leading
<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>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

FSD Goals 2020 - 2021

Engagement		Support	Success
Local and Societal Context		Learning Supports	Student Growth and Achievement
<p>Goal 1 Advance system-wide stakeholder engagement</p>	<p>Strategic Plan Stakeholder Engagement</p>	<p>Goal 1 Advance a system-wide approach to a safe, caring and welcoming learning environment</p>	<p>Strategic Plan Safe, Caring and Welcoming Learning Environment</p>
Governance		<p>Goal 2 Advance system-wide continuum of supports</p>	<p>Strategic Plan Innovation, Creativity and Competency Development</p>
<p>Goal 2 Advance system-wide evidence-based continuous improvement cycles</p>	<p>Strategic Plan Continuous Improvement Cycles</p>	<p>Goal 3 Advance system-wide approach to positive mental health, wellness and well-being</p>	<p>Strategic Plan Literacy and Numeracy</p>
		<p>Strategic Plan Positive Mental Health, Wellness and Well-being</p>	<p>Strategic Plan First Nations, Métis and Inuit Student Success</p>

	 <p style="text-align: center;"><u>Vision 2034:</u> <u>Prepared for the</u> <u>Future</u></p>	Teaching and Leading	
<p>Goal 4 Advance system-wide high-quality design, instruction and assessment practices</p>			<p>Strategic Plan High-quality Design, Instruction and Assessment</p>
<p>Goal 5 Advance system-wide excellence in teaching and leading</p>			<p>Strategic Plan Excellence in Teaching and Leading</p>