Longview 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 acknowledge the land of Treaty 7 that Longview School is built on. We are grateful to live and learn in the beauty of the seasons, the rivers, the fields and the mountains. We are grateful for the food and the water that this land provides us. We are thankful for the fresh air that we breath, the sun that gives us light and the dark that gives us rest. We are also thankful for the animals that we share this land with, and what nature can teach us; be respectful of our surroundings for there is much that has been here long before us and much to come long after us. We are part if a community and we must take care of the land and all that is nurtured by it. We appreciate the generosity of the Stoney Nakoda for allowing us to live, learn and play on their land. We are thankful for our Eden Valley neighbors and for their willingness to build friendships and to share their culture with us.

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

Longview School is both special and unique in that it serves about 60 children from Kindergarten to Grade 6. With a rich, 60 year history in the Foothills, this rural school supports both the local children, as well as children from the neighboring community of Eden Valley.

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

While the challenges and the changes have been many, we also have much to highlight and to celebrate.

The entire school community has certainly been flexible and open to the everchanging year. A focus on individual needs (social, emotional and academic) and consistency has had students feel both supported and safe during a time that has imposed a loss of control and predictability. Our attendance has been more consistent, and we believe that is due to the fact that at-home online learning has had everyone appreciate being AT school that much more.

As a school team, there has been a genuine desire to find joy in the year and to create an environment and a culture that is supportive of one another, of students and of families. Our team took an "all hands-on deck" approach to the year and ensured that everyone had what they needed to navigate the uncertain times. We also used the opportunity to rebrand our school and to create an environment that more accurately represents us.

Engagement

Our story of engagement for each learner

Student Engagement - our student engagement is reflective of the teacher/team engagement - improved desire and commitment to attendance, active participation both in school and online, active in the enhancement (rebranding) of our school (clean up, organization, voice and choice in purchasing literature for the learning commons)

Teacher Engagement - above and beyond commitment to creating a learning environment that is safe, joyful, rigorous, consistent and supportive

Parent Engagement - actual partners in education - directly involved with at home learning as an extension of in person learning, more aware of the perspective and the commitment of educators, increasingly more responsive

Community Engagement - increase in the number or people and organizations that have reached out in support of the school (monetary donations), local library created a "story walk" in the community so students could remain connected to the community and to the services of the library

Stakeholder Engagement

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures our School 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 our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance.	● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.

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

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

Local
- **FSD Engage Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies
Strategies are actions taken to achieve goals and desired outcomes.

Strategy: Student Engagement - Continue to involve students in meaningful learning through goal setting, setting expectations and standards and by encouraging individual accountability

Strategy: Staff Engagement - Continue to foster collective efficacy through voice, building leadership capacity and by setting high expectations

Strategy: Parent Engagement - Continue to create specific and intentional opportunities to engage families in conversation about their child's personal and academic goals, as well as those of the school (Education Plan, Continuum of Supports)

Strategy: Community Engagement - Continue to look for opportunities to share our Education Plan, our Continuum of Supports, our achievements and accomplishments within the school enhancement (rebranding)

- Continue to look for opportunities to bring the School Council into support our events "this is what we would like to do, and this is how School Council can support'

- Continue to look for opportunities to invite preschool families into events and opportunities within the school

Strategy: Communications - Continue to build connections between and among - Longview, Chief Jacob Bearspaw School, The Wellness Center, First Nations Health Consortium, Foothills School Division, Child and Family Services, etc.

Stakeholder Engagement Results Analysis					
	Student Engagement	**Staff Engagement**	**Parent Engagement**	**Community Engagement**	**Communications**
Way Forward	- Commitment to building relationships - Newsletter - Goal Setting - Voice	- Collaborative Decision Making - Autonomy - Culture - Commitment to Team	- School Council - Parent Teacher Conversations - Goal Setting - Social Media - Newsletter	- Social Media - School Council	- Newsletter - Weekly Teacher Emails - Social Media - Parent Teacher Conversations - School Council
Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement* *Impact and effectiveness of strategies implemented.*					

Within the building we have been able to implement strategies set out for staff and student engagement. COVID has prevented us from engaging with families and the community as we had hoped. We continue to communicate and invite participation through School Council, newsletters, emails, and initiatives (goal setting).

Continuous Improvement

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance evidence-based continuous improvement and assurance. Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. .	● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's 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. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.

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

Provincial
- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase in 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.
- **Overall Quality of Basic Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies
Strategies are actions taken to achieve goals and desired outcomes.

Strategy: Student Engagement - Continue to implicitly teach students the power and impact of goal setting and reflection, initiatives that encourage the triangulation of support for student with home and school

Strategy: Parent Engagement and Community Engagement - Compel families to set goals and commitments with their children regarding education/academics (reflections at reporting periods)

- Continue to look for opportunities to engage families and the community in conversation regarding education/school attendance in an attempt too broaden our understanding and theirs (inconsistent attendance and the direct impact on social, emotional and academic growth and well being)

Support

Our story of support for each learner
While support and care are a tremendous strength of the Longview School staff, this year more than ever it has been evident that we are promoting and creating a school culture and environment that is wellness focused, supportive and compassionate. The success we see with students and staff is a result of loving boundaries, consistency and high expectations. Our staff models expectations and acts with integrity, and actively holds our students to high standards. Students know that they can count on staff to both support and to hold them accountable and can trust that they will have what they need to be successful at school (food, sleep, supplies, modifications, individual support, compassion, and boundaries).

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*

Advance wellness and well-being		
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.	• 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 continuum of support. "Students will learn • to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • to build resilience and positive mental health skills for suicide prevention • to know the difference between and how to manage health stress and traumatic stress" *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11* "As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds." *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17*	• 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 are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners. • Improved 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.

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase in the 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.
- **Program Access:** Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase 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.
- Evidence of feedback from Staff Advisory and Students' Matters impacts decision making.
- **School and Divisional Student Continuum of Supports**
  Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies
Strategies are actions taken to achieve goals and desired outcomes

- Continue to support students through regular and intentional check ins

- Continue to intentionally teach problem solving skills and to provide opportunities for mindfulness

- Continue to model wellness as adults

- Continue to build relationships with students through loving and consistent expectations and boundaries

Performance Measures	Safe and Caring	Program Access	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
Overall	92.6	96.8	91	90	77	65	82

Success

Our story of success for each learner

Our students feel safe and cared for at school, they feel like they have the support that they need to be successful and know that the adults in the building are reliable. They feel a genuine connection to their school.

Student Growth and Achievement

Goal 4 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.	Learners are literate and numerate Students will have the literacy and numeracy competency to engage in learning across the content areas "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1*	● Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. ● Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ● Improvement in foundational numeracy and mathematical knowledge and skills for all students

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

Provincial
- **Learning Outcomes (PAT & Diploma):**
  - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.

Local

- **RRST (Reading Readiness in English & French):** Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies
Strategies are actions taken to achieve goals and desired outcomes.

- Continue to provide targeted and individualized support for students determined by need

- Continue to assess student progress as a means too direct programming and supports

Literacy and Numeracy			
Literacy			
Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	**Listening** 2 - 50% 3 - 100% 4 - 25% 5 - 67%	**Vocabulary** 2 - 83% 2 - 50% 4 - 75% 5 - 100%	**Comprehension** 2 - 67% 3 - N/A 4 - 100% 5 - 100%

Overall Achievement	61%	77%	89%		

Numeracy & Mathematics					

Performance Measures % of students at or above grade level (Grades 2 – 10) MIPI Assessment	Number	Patterns & Relations	Shape & Space	Statistics & Probability	
Overall Achievement	69	75	72	87	

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

We had hoped that this school year would be one of intensive individualized support with the intention of building confidence, routine, consistency and skill development. However, COVID has continued to impact attendance, resilience, stamina and academic consistency. We continue to persevere while feeling the overwhelming strain of trying to move forward when the reality is simply maintaining.

Teaching, Learning and Leadership

Goals *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes.*
Advance excellence in teaching, learning and leading that results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by	● 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,

	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." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*	collaborative engagement and reflective 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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies
Strategies are actions taken to achieve goals and desired outcomes.

- Continue to collaborate, support and guide from within, by drawing on one another's strengths

- Continue to promote a "team approach" in support of both students and staff - creating an environment and culture that is inclusive, compassionate and capacity building

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	
Overall Achievement	100	100	93.8	93.8	87.5	

Key Insights from Results Analysis
Impact and effectiveness of strategies implemented.

We are a small but mighty team that works together effectively in support of students and one another. In a small school we accept the role and responsibility of one another and in turn have created a working and learning environment that is inclusive, collaborative, supportive and of high quality.

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

Our Vision
Engagement, Support and Success for Each Learner.

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!

Our Commitments for Optimum Student Learning

Optim

Our 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 leadership.

Engagement	Support	Success

Local and Societal Context	Learning Supports	Student Growth and Achievement
Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**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.	**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance	*Explore • Develop • Celebrate!* **Foothills SCHOOL DIVISION**	**Teaching and Leading**
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.		**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

FSD Goals 2020 - 2021

Engagement		Support		Success	
Local and Societal Context		**Learning Supports**		**Student Growth and Achievement**	
Goal 1 Advance system-wide stakeholder engagement	**Strategic Plan** Stakeholder Engagement	**Goal 1** Advance a system-wide approach to a safe, caring and welcoming learning environment	**Strategic Plan** Safe, Caring and Welcoming Learning Environment	**Goal 1** Advance system-wide innovation, creativity and competency development	**Strategic Plan** Innovation, Creativity and Competency Development
Governance		**Goal 2** Advance system-wide continuum of supports	**Strategic Plan** Continuum of Supports	**Goal 2** Advance system-wide literacy and numeracy	**Strategic Plan** Literacy and Numeracy
Goal 2	**Strategic Plan**	**Goal 3**	**Strategic Plan**	**Goal 3**	**Strategic Plan**

Advance system-wide evidence-based continuous improvement cycles	Continuous Improvement Cycles	Advance system-wide approach to positive mental health, wellness and well-being	Positive Mental Health, Wellness and Well-being	Advance system-wide First Nations, Métis and Inuit student success	First Nations, Métis and Inuit Student Success

Vision 2034: Prepared for the Future

Teaching and Leading	
Goal 4 Advance system-wide high-quality design, instruction and assessment practices	**Strategic Plan** High-quality Design, Instruction and Assessment
Goal 5 Advance system-wide excellence in teaching and leading	**Strategic Plan** Excellence in Teaching and Leading