

# Red Deer Lake 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**

RDL is a strong and vibrant K – 9 Learning Community just 10 minutes west of Calgary city limits in the municipality of Foothills. Our student population is 450 students with a staff of 36. Our school's motto, "Continuing the Tradition of Excellence" speaks to our reputation and tradition of strong academic performance, quality athletics, and diverse visual and performing arts. We strive to consistently meet and exceed provincial, system, and community expectations. In our work to support the learning of all students, we strive to be known as a school where:

- children, staff and community feel welcome, valued, happy, and supported.
- children are encouraged to work to their potentials, experience personal success, and strive for higher achievement
- daily physical education, art, drama and music are important complements to academic life.
- students are privileged to study a second language from grades 4-9.
- students strive for high expectations for success in learning and teaching, based upon experience, contemporary research, collaboration, and student readiness.
- learning through curricula, extracurricular activities, and interaction with the greater community is lived.
- the staff place an importance upon their own learning.
- appropriate use of technology is valued as an integral part of the 21st century learner's experience.
- students, teachers, parents, and the greater community are collaboratively involved with student learning.
- staff and students understand, care about, and act upon ethical values and virtues.

**A school that promotes Dragon Pride through academics, athletics, the fine arts and citizenship. (RDL – Home of the Dragons)**

## **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

**We value our:**

## **K-9 Structure**

Red Deer Lake School values its K-9 structure. It supports that structure by having shared expectations for all students, while recognizing individual differences, and by cultivating opportunities for whole-school activities, intergenerational interaction, and a shared social responsibility among all community members.

## **Culture of Excellence**

Red Deer Lake School values a Culture of Excellence through a commitment to developing the individual potential and personal integrity of each student and staff member. This Culture of Excellence is continued through a process of modeling, developing a shared language, establishing an environment of mutual respect and clearly-defined expectations of behaviour.

## **Assessment & Reporting**

Red Deer Lake School values assessment that is on-going, constructive, and indicative to teachers and students of the next steps needed to progress learning, while informing stakeholders of student progress. We value student assessment practices that provide students with on-going formative feedback to guide learning, evaluation practices reflective of student achievement to known curricular outcomes and reporting procedures that clearly and effectively communicate all aspects of student learning.

## **Student Learning**

Red Deer Lake School values engaged and meaningful student learning. To accomplish this vision, the staff provides meaningful, authentic and challenging learning opportunities for all students and encourages students to collaborate and appreciate each other's work in respectful ways.

## **PLC's**

Commitment to working in Professional Learning Communities allows staff at Red Deer Lake to collaborate to help meet all student needs and build their own capacity. To be effective, PLC members need time to develop trust, set goals, implement and share their progress.

### Teacher and Professional Conduct

Red Deer Lake School values a respectful, collegial environment for its staff. Staff work together in collaborative, empathetic and supportive ways.

### Student Conduct

Red Deer Lake School values citizenship in students and staff. By setting clear expectations of student conduct and modeling Dragon Pride, RDL staff promote leadership and good citizenship among students.

# Engagement

*Our story of engagement for each learner*

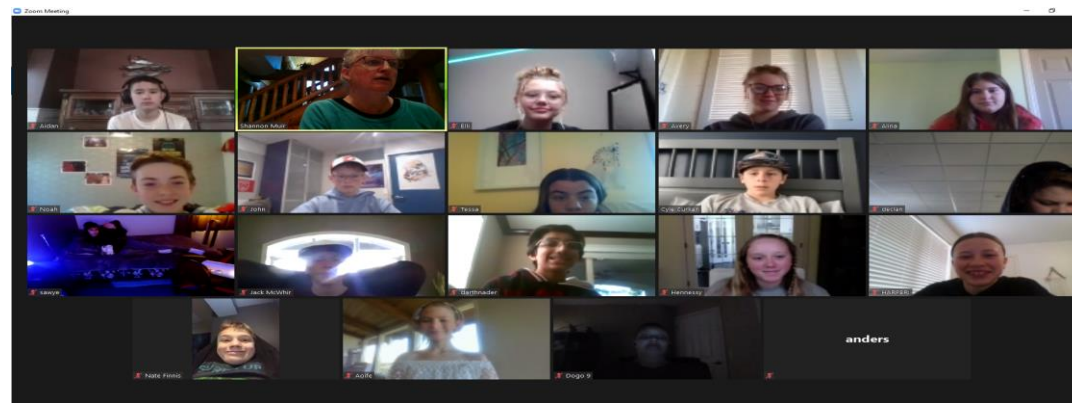
*Our story of engagement for each learner at our school*

Parent communication has been ongoing and remains one of the priority focuses of staff and administration at RDL. We understand that relationships built on trust are contingent on effective ongoing communication. See the [RDL Communication Plan](#) We actively seek parent feedback through teacher weekly email updates and frequent phone calls. The weekly parent newsletter serves to keep parents up to date with ongoing events. Teachers make frequent use of the Remind app to communicate with families.

Our student matters team has been doing a fantastic job at engaging with the school community to build leadership capacity and to support in actionable items attained through the review of RDL local school data and evidence. The primary focus for the upcoming years will be around student internal resiliency. This focus was determined by the team and their review of the RDL SOSQ data.

The grade 6 student government has taken on several spirit events, including spirit days Halloween costume contests. The Grade 8 and 9 Outdoor stewardship classes have taken on clothing drives and food drives to support local veterans.

RDL School Council has always been incredibly active and supportive of staff and the school. The hot lunch program has evolved to meet all of the COVID restrictions according to AHS and the FSD relaunch handbook. Parents have been made aware of these restrictions in an ongoing basis and the School Council has been well attended which may be the result of the accessibility gained through virtual meetings. The plan will be to continue in a similar manner providing a hybrid model both virtual and face-to-face.



***For further information on ENGAGEMENT follow links to:***

[RDL Communication Plan](#)

[RDL Education Plan](#)

[FSD 2019-2020 Annual Education Results Report and FSD Financial Statements](#)

[Annual Education Results Overview and Highlights and Annual Education Results Report Summary](#)

[Engage FSD and Foothills School Division Stakeholder Engagement Plan](#)

[Vision 2034: Prepared for the Future](#)

[FSD 2020-21 School Relaunch Updates & Handbook](#)

[Trustee News & FSD: Trustee Guide to Good Governance](#)

## Stakeholder Engagement

Goal	Outcomes	Indicators
<p><b>Advance stakeholder engagement and communications</b></p> <p>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.</p>	<p>Stakeholders (staff, students and parents) are engaged through communicating, collaborating and solving problems to advance educational excellence.</p>	<ul style="list-style-type: none"><li>• Ongoing stakeholder engagement practices ensure the school identifies and responds to the learning</li><li>• The school engages students and their families, staff and community in a shared vision for student success.</li><li>• The school uses evidence from a variety of sources to ensure informed, responsive and transparent decision-making to improve student learning and achievement.</li></ul>

## 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.*

### School:

#### Stakeholder Group: Parents

Parents are informed and engaged in decision making at the school level and are satisfied with their involvement.

#### Parental involvement Strategic Plan:

- Create and deliver a school-based survey of all Grade 4 –9 parents. Then, compare that data with the APORI.
- Continue to provide learning sessions at monthly School Council meetings
- Parents will report 5% increase in the questions involving to what extent they are involved in decision making at the school level and their level of satisfaction with that involvement.
- At least 2/3 of our parents will respond to the survey.

#### Stakeholder Group: Students

- Via Student Voice Committee/google form surveys/admin & class visits, we will engage our students in pertinent decision making

#### Stakeholder Group: Staff

**Teacher:** Teachers' perspective on preparing students for the world of work will be clarified and increased.

- Data Share and Discuss with Teachers: Why? Where could we improve? Plan to address. Question of numbers in statistics; importance of every teacher completing the survey.
- Statistics conversation – importance of taking survey to create accurate data
- Relook at the competencies for learning with staff (which are preparing students for the world of work). How can we reframe that question on the APORI in context

- with the competencies for learning? Does that improve understanding and reporting?
- Work Preparation

Teachers will report increased satisfaction with students' skills and abilities needed for work

### Stakeholder Engagement Results Analysis

Performance Measures	Student Engagement	Staff Engagement	Parent Engagement	Community Engagement	Communications
<b>Overall Achievement</b>	Student Matters group created a promotional video for the Bang the Table Engagement tool. It was not a successful engagement tool as very few students participated in the engagement tool and preferred to speak to their teachers and administrators directly.	<p>98% of staff reported satisfied with the amount of parent involvement (to the extent it could happen due to Covid).</p> <p>Staff were consulted regularly, twice a week during Elementary and Junior High Meetings, virtually. Moreover, any decisions involving the staff, were made collaboratively via email/one on one or zoom meetings.</p> <p>Once per month, the entire staff (ATA and CUPE) came together virtually for input and feedback staff meeting.</p>	49% AEAR report of parental involvement	<p>RDL Parent Council met monthly with the school administration and parent community via their virtual meetings. The school's learning and school education plan was shared and reported on monthly at these meetings. Feedback from parents and guardians was utilized to lead future improvements at the school.</p> <p>Due to Covid restrictions, all community engagement in terms of guest speakers, volunteers and visitors was restricted in 2020-2021.</p>	<p>A weekly update from the school is sent via email to all parents/guardians</p> <p>Teachers called and emailed parents/guardians about student challenges and successes regularly throughout the school year.</p> <p>Parent teacher interviews occurred twice a year via zoom or phone call.</p>



					Learner profiles were sent digitally to parents/guardians three times to reflect the three terms of the school year.
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**Evidence: *Provincial and Local Measures***

**Provincial**

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

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

*Impact and effectiveness of strategies implemented.*

AEAR data reflects almost 20% drop of parental involvement in their child's education from 2020 to 2021. Last year, parents were not allowed in the school due to COVID restrictions and risk mitigation. This data could be reflective of that as parents did not feel connected to the school in the same way as past years.

Community engagement was minimal due to Covid restrictions and was mainly accessed through monthly RDL School Council meetings.

### Continuous Improvement

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
Advance school-based, evidence-based continuous improvement cycles. Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Red Deer Lake School is well governed and managed.	<ul style="list-style-type: none"><li>engage students and their families, staff and community in the creation and ongoing implementation of a shared vision for student success.</li><li>Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.</li><li>Resources are allocated and managed in the interest of ensuring student success, in alignment with system goals and priorities.</li><li>Learning is relevant, clearly articulated and designed for implementation within local contexts.</li><li>System-wide approach to cycles of evidence-based continuous improvement to inform ongoing</li></ul>

		planning, and priority setting and to build capacity.
<p style="text-align: center;"><b>Measures and Targets</b></p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Parent Involvement:</b> Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>● <b>Continuous Improvement:</b> 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.</li> <li>● <b>Overall Quality of Basic Education:</b> Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>Guiding Principles for Assurance:</b> Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.</li> <li>● <b>Evidence of Principles and Practices</b> 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)</li> </ul>		
<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <ul style="list-style-type: none"> <li>• High Quality Effective Governance: Continue to demonstrate stewardship of school resources with an emphasis on student success, community, engagement, transparency, and accountability.</li> <li>• School improvement planning: Advance a system of accountability and assurance that focuses on coherence, continuous improvement, evidence-informed decision making and stakeholder engagement.</li> <li>• Education Plans and Annual Results Reporting: Continue to develop education plans and annual results reports that identify key priorities and improvement areas and report on results through a core set of provincial measures and local measures that assess progress in achieving goals. Excellent Assurance Framework: Continue to provide assurance to the government, local stakeholders and the public that Red Deer Lake School is fulfilling their responsibilities and students are successful.</li> <li>• Guiding Principles of Assurance: Continue to ensure sound and consistent decision making through the principles of assurance.</li> <li>• Continuous Improvement Cycles: Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making, engagement, learning and capacity building.</li> <li>• Analyze Evidence: Continue to advance our approach to select and analyze school and student evidence to inform next steps in educational improvement planning through building our capacity in data literacy.</li> </ul>		

Continuous Improvement Results Analysis					
Performance Measures	Parental Involvement	Continuous Improvement	Overall Quality of Education	Guiding Principles of Assurance	Principles & Practices
Overall Achievement Excellent	73%	Data not available	92%	<ul style="list-style-type: none"> <li>Staff continually pivoted between online and in person learning amidst Covid restrictions and risk mitigations.</li> <li>Staff continued to develop professionally by designing learning cascades and challenges based on the 'learning for transfer model.'</li> <li>Parents and guardians were continually consulted and informed as</li> </ul>	<ul style="list-style-type: none"> <li>RDL Developed/updated school education plans, Covid mitigation and online learning plans based on results, contextual information and provincial direction.</li> <li>RDL incorporated stakeholder input based on engagement activities such as parent feedback at School Council meetings, at Student Matters meetings; and, at staff meetings at various points throughout the process, as appropriate.</li> <li>RDL prepared budgets to allocate or re-direct resources to achieve priorities and meet responsibilities, especially with Covid related mitigation processes.</li> <li>RDL teachers implemented research and practice-informed strategies to maintain or improve performance</li> </ul>

				the unpredictable school year evolved.	across domains in the areas of Learning for Transfer.
<p style="text-align: center;"><b>Evidence: Provincial and Local Measures</b>  <i>Provincial and local measures assessed progress on achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Alberta Education Assurance Survey (AEAR) 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.</li> <li>• Provincial Performance Measures (2021) Education Quality, Parental Involvement</li> </ul>					
<p style="text-align: center;"><b>Key Insights from Results Analysis: Areas of Strength and Areas for Refinement</b>  <i>Impact and effectiveness of strategies implemented.</i></p> <ul style="list-style-type: none"> <li>• Even amidst a challenging school year dealing with Covid, stakeholders continued to be extremely happy with the quality of education at RDL School.</li> <li>• Parental engagement was lower than expected but we believe this was because parents were restricted from physically accessing the school throughout the year.</li> </ul>					

# Support

## *Our story of support for each learner*

Compliance with COVID safety protocols for student safety and wellbeing has been the priority over the past 2 years. However, at RDL we have been able to maintain cohorting protocols while ensuring that student, parent, and community needs are being met. Literacy interventions have been a priority for several years and teachers have become adept at implementing diagnostic assessment practices and then effectively providing differentiation and intervention strategies according to individual and collective student needs. The student support team: consisting of a Learning Coach, FSLC, and EAs continue to be the critical key to supporting all learners. Working alongside teachers and administration, this team works to identify and support all learner in accordance with the ever-evolving RDL continuum of supports.

FLSC are ever more important as begin to recognize the long-term impacts of the COVID pandemic and its effects on student and staff mental health and wellbeing. Our FSLC focuses on individualized supports with one-to-one meetings and liaisons with parents and families. Additionally, targets and group supports are provided weekly with meetings that help with mindfulness and empathy. Finally, a whole-school focus on the curriculum of health with the priority focusing on wellbeing.





***For further information on SUPPORT follow links to:***

[decolonization](#)

[literacies](#)

[numeracy](#)

[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](#)

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i>	<b>Indicators</b> <i>Indicators of achieving outcomes.</i>
<p><b>Advance wellness and well-being</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p> <p><b>Advance our Continuum of Supports</b> Continue to develop and advance our continuum of support.</p>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Staff and students contribute to and feel welcomed, cared for, respected and safe.</li> <li>• Staff and students access mental health, wellness and well-being supports.</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Staff and students are active, healthy and well.</li> <li>• Students demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• Learning environments are welcoming, caring, respectful and safe.</li> </ul>

<b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i>	
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> 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.</li> <li>• <b>Program Access:</b> 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.</li> <li>• <b>Students at Risk:</b> Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.</li> </ul> <p><b>Local</b></p>	



- **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 outcome*

#### School:

##### Safe and Caring environment:

- Students feel welcome, cared for, respected, and safe.
- Build on our school's knowledge and skills regarding trauma informed, inclusive, and wellness practices to support each student in our care.
- Analyze and collaborate as a larger team when exposed to survey, feedback, and data results in order to focus on relative strengths and next steps.
- Collaborate with our Learning Services Team and larger staff to support all learners where they are at.
- Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.
- Incorporating the expertise of our Learning Support Team and larger staff to identify areas of need for at-risk students and utilize strategies to help them inside, and outside, school.
- Collaborate with and incorporate the expertise of our school's FSLC to find relevant outside agencies and support, as needed.
- Students are regularly engaged in activities to promote mental health and wellness.

##### Strategic Plan:

- Community/Classroom circles Grade 5-9 focusing on awareness of self/others; peer relations.
- Student Voice Committee: one student from each class grade 5-9; meet once per month and elicit feedback on culture and climate of school.

**Safe and Caring environment:** students will report increased feelings of:

- respect and caring in grades 6-9 on APORI questions targeted on peer relations and respect
- Student Voice Committee will do a baseline and an exit survey to gauge the effectiveness of this strategy.
- During unstructured time (hallway, lunch, recess) students will be speaking more positively and respectfully, we will observe more helpful behaviours.

#### Citizenship

- Students will report increased satisfaction with students following the rules, helping each other and respecting each other

### 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	94%	87% (increase from previous years)	86% (increase from last year)	ELEM 73% JR. 63%	ELEM 65% JR. 65%	ELEM 54% JR. 49%	ELEM 70% JR. 32%	ELEM 70% JR. 62%

#### Evidence: Provincial and Local Measures

*Provincial and local measures assessed progress on achieving outcomes.*

##### Provincial

- Safe & Caring: Increase/maintain 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/maintain 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/maintain 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/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.
- 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)

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

*Impact and effectiveness of strategies implemented.*

- Despite an unusual year of pivoting between online and in-person classes, stakeholders believed that RDL did an excellent job in providing a safe and caring environment.
- Satisfaction with 'program access and students at risk services' increased markedly last year due to our extensive focus on reaching out to families and providing support during the unpredictable year.
- SOSQ data reveals that a drop in Junior High. This is partly due to the developmental age and stage of the students and reflects mental health issues due to the pandemic.
- SOSQ data is lower than normal in the elementary years and may be due to the uncertainty and anxiety associated with navigating school in the pandemic.

## **Success**

### ***Our story of success for each learner***

RDL has always prided itself on continuing a tradition of excellence. In our context, this means that all students will find academic success. This will look different for all students at RDL and teachers acknowledge this through their skilled application of differentiative techniques. Staff embedded professional learning continues to focus on literacy and numeracy intervention, as supported with working time with our learning coach. This time is provided during FSL break out time.

Staff professional learning will focus on relationships and the competencies as laid out in the TQS. Surveys of need are aligned with staff IPGPs and are negotiated and ever-evolving. One of the major focuses of upcoming staff learning will be around Competency 5: Foundational Knowledges of First Nations, Métis, and Inuit with a focus on relationality and relationship building.





***For further information on SUCCESS follow links to:***

[FSD T&R Toolkit](#)

[Verna St. Denis - Decolonizing Education](#)

[The Crying Fields](#)

[Learn Alberta Walking Together](#)

[The Wayfinders](#)

[Jagged Worldviews Colliding](#)

[Story Keepers](#)

[Truth about Stories](#)

[David Roberston CBC Parents](#)

[Blackfoot Crossing Historical Park](#)

[Innovation and Design/Career Futures](#)  
[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 Assessment Resources](#)  
[Administrator Sharing Space](#)  
[Resources by Grade](#) and [Resources by Subject](#)  
[Literacy and Numeracy](#) and [Early Learning Resources](#)

## Student Growth and Achievement

Goal 1	Outcomes	Indicators
<p style="text-align: center;"><b>Advance innovation and design</b></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 style="text-align: center;"><b>Goal 2</b></p> <p style="text-align: center;"><b>Advance learning for transfer</b></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><i>Measurable statements of what FSD seeks to achieve.</i></p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences.</li> <li>• Learners develop learning competencies.</li> </ul>	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>• Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.</li> <li>• Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations.</li> </ul>



## Measures and Targets

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

### Provincial

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase in 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 in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma).**
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose 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).
- **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.
- **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

### Teachers:

Teachers choose to either design a cascading challenge for a core subject (guided by Garfield Gini-Newman's work) OR they commit to use Visible Thinking Routines, for their students to develop a deeper understanding of the topic. Specialist teachers will design a critical challenge or learning cascade.

### School:

**Intellectual engagement of students and innovation in teaching:**

Teachers choose to either design a cascading challenge for a core subject (guided by Garfield Gini-Newman's work) OR they commit to use Visible Thinking Routines, for their students to develop a deeper understanding of the topic. Specialist teachers will design a critical challenge

- cascade for one topic of study.
- Access Critical Thinking Consortium Website for resources and inspiration
- RDL Bookclub – teachers meet and discuss Creating Thinking Classrooms G. Gini-Newman
- Access FSD Playlists for Conceptual Understanding as a PD day resource
- During admin walkthroughs, we will observe the critical thinking challenges in action.
- We will witness student engagement (see, hear).
- Education Quality:

Students will report a 5% increase in the question related to finding their learning useful and interesting.

## Student Growth and Achievement Results Analysis

### Innovation, Creativity and Competency Development

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement (CTF/CTS)	Competency Development	MyBluePrint	Principles & Practices
<b>Evaluation Overview</b>	84%	84% (12% increase from last year)	89% (increase from last year)	25%	Teachers design instruction based on the competencies. Assessment of the competencies are done	Junior high teachers use MyBlueprint as part of the Health curriculum. Only one class in elementary	N/A



					through feedback cycles.	uses MyBlueprint as a digital portfolio.	
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### **Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

#### **Provincial**

- 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 those 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 teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- Learning Outcomes (PAT & Diploma).
- Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area or maintained. Local
- Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- RRSST (Reading Readiness in English & French): Increase/maintain percentage of students in Kindergarten and Grade 1 who are at or above grade level ELA expectations.
- GRADE (Literacy Assessment in English): Increase/maintain 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/maintain percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

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

*Impact and effectiveness of strategies implemented.*

### Strengths

- We have strong scores across the board for flow in Mathematics, ELA, Science, Social Studies, and Arts.
- Low levels of boredom and apathy in those areas as well.
- Strong scores in the areas of educational quality, program of studies delivery, and citizenship.

### Areas of Refinement

- Looking at how few of our students were able to indicate if they are in a state of anxiety, flow, apathy, or boredom in MCL and CTF, demonstrates to us that there is a lack of understanding of what they are engaging in when they are in those spaces. Being more explicit with the purpose behind the activities that they are learning can help bring that to the forefront.
- We will continue to increase the diversity of offerings in CTF and Music and Fine Arts will become larger priorities in an attempt to create a more balanced approach to learning opportunities.
- Staff learning will be around Competency 5: Foundational Knowledges of First Nations, Métis, and Inuit with a focus on relationality and relationship building.

## Learning that Transfers

### Learning Outcomes: Provincial Achievement Tests/Diploma Exams Results

Performance Measures	Quality of Education	Life-Long Learning	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
<b>Overall Achievement</b>	92% highest since 2017	84% (20% increase over last year)	Excellent - 0%	N/A	N/A	N/A	N/A
<b>Performance Measures Intellectual Engagement</b>	<b>High Expectations</b>	<b>Relevance</b>	<b>Rigor</b>	<b>Effort</b>	<b>ELA/SS</b>	<b>Math/Science</b>	<b>CTS</b>

Overall Achievement	98% 1 or 2	82% 1 or 2	88% 1 or 2	94% 1 or 2	71%/73% in Flow	69%/76% in Flow	N/A
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**Evidence: Provincial and Local Measures**  
Provincial and local measures assessed progress on achieving outcomes.

## FSD IE Flow

Mathematics		ELA		Science	
Anxiety	Flow	Anxiety	Flow	Anxiety	Flow
8.5%	69%	5.0%	71.4%	4.0%	75.9%
Apathy	Boredom	Apathy	Boredom	Apathy	Boredom
0.5%	14.1%	0.5%	16.1%	1.0%	10.1%

Social Studies		CTS/CTF/MCL		Arts	
Anxiety	Flow	Anxiety	Flow	Anxiety	Flow
4.0%	73.4%	1.5%	12.1%	2.0%	54.3%
Apathy	Boredom	Apathy	Boredom	Apathy	Boredom
0.5%	14.1%	1.0%	9.5%	2.0%	32.7%

## Education Quality

## Teaching & Leading

### A.4 Education Quality - Measure History

School: 5309 Red Deer Lake School

Province: Alberta

	Red Deer Lake School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	306	92.2	129	91.1	133	90.9	74	88.4	132	92.3
Parent	18	86.8	26	88.3	18	88.8	18	86.8	21	85.6
Student	263	91.9	90	90.3	96	95.4	42	83.2	88	95.1
Teacher	25	98.0	13	94.8	19	88.5	14	95.2	23	96.4

## Lifelong Learning

## A.7 Lifelong Learning

### Measure History

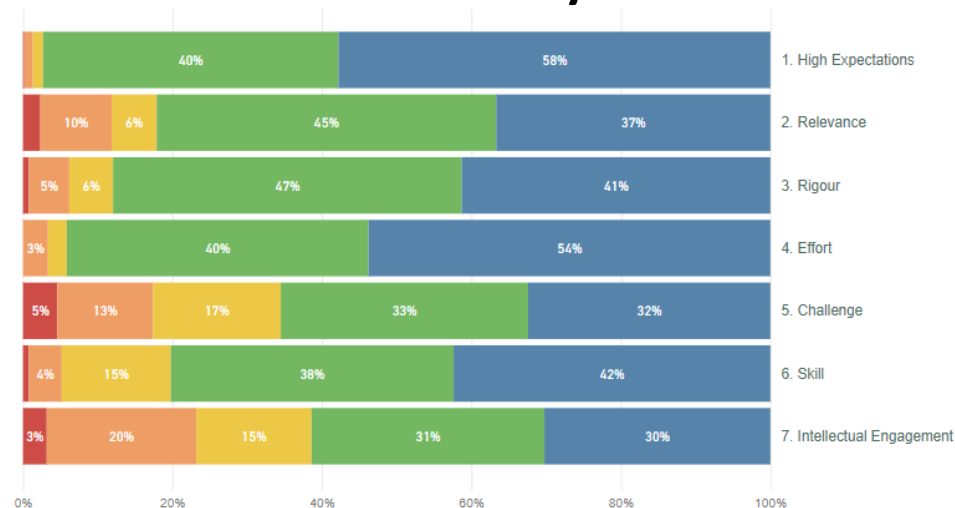
**School: 5309 Red Deer Lake School**

**Province: Alberta**

Percentage of teacher and parent satisfaction that students demonstrate the know

	Red Deer Lake School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	43	59.8	37	70.2	36	60.6	30	60.5	43	84.4
Parent	18	58.3	24	53.5	17	58.1	16	56.7	20	71.4
Teacher	25	61.2	13	87.0	19	63.2	14	64.3	23	97.4

## IE Survey



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

*Impact and effectiveness of strategies implemented.*

- Despite the unpredictable nature of the school year, our stakeholder satisfaction with quality of education at RDL was the highest reported since 2017. This reflects the skilled communication, teaching, and leading of the RDL staff.
- Stakeholder satisfaction with life-long learning at RDL experienced a 20% increase from the previous year.
- Stakeholder satisfaction with high expectations, relevance, rigor, effort was excellent.
- Learning flow was lowest in Math which suggests we need to improve design, and instruction in numeracy.

### Literacy and Numeracy

#### Literacy

Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	Listening	Vocabulary	Comprehension	
Overall Achievement	71% At or Above	88% At or Above	85% At OR Above	

#### Numeracy & Mathematics

Performance Measures % Achievement by grade	Number	Patterns & Relations	Shape & Space	Statistics & Probability	
Overall Achievement	Gr 2 70 Gr 3 Gr 4 65 Gr 5 69 Gr 6 67 Gr 7 69 Gr 8 65	Gr 2 71 Gr 3 Gr 4 77 Gr 5 80 Gr 6 91 Gr 7 72 Gr 8 79	Gr 2 Gr 3 Gr 4 92 Gr 5 67 Gr 6 88 Gr 7 75 Gr 8 88	Gr 2 85 Gr 3 Gr 4 78 Gr 5 70 Gr 6 58 Gr 7 73 Gr 8 63	

	Gr 9 62	Gr 9 55	Gr 9 74	Gr 9 54	
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Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

GRADE assessment grades 2-9 (literacy)

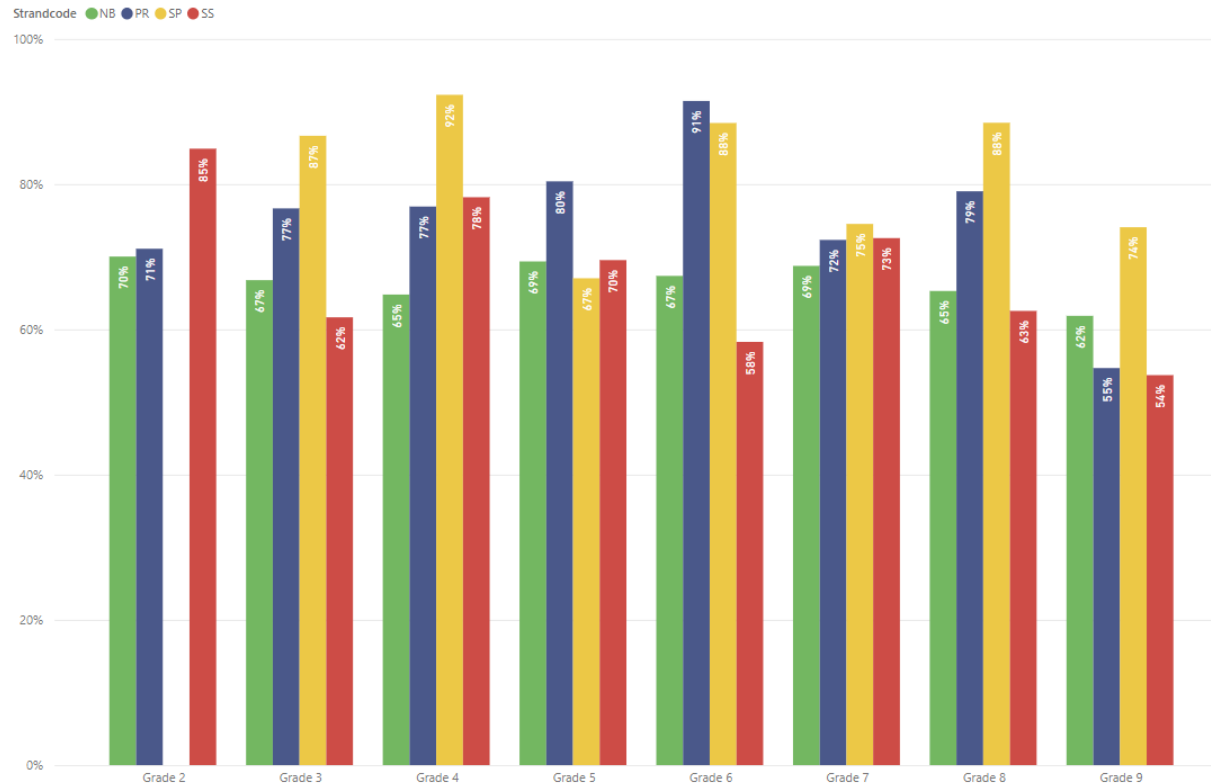


## Grade Results for All Students (at or above grade level)

<b>71%</b> At or Above Listening Comp	<b>85%</b> At or Above Comprehension
<b>88%</b> At or Above Vocabulary	<b>87%</b> At or Above Total

MIPI assessment grades 2-9 (numeracy)





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

*Impact and effectiveness of strategies implemented.*

- RDL continues to produce higher than average literacy learning achievement. This is due to the school readiness of most students and reflects the solid, foundational literacy instruction and responsive literacy learning intervention programming at RDL.
- Numeracy achievement is lower than literacy achievement at RDL across all grades. Number sense appears to be a concern in numeracy learning from Grade 1-9. A stronger numeracy design and implementation and response to intervention appears to be required.

**First Nations, Métis and Inuit Student Success**

### Evidence: Provincial and Local Measures

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/first-nations-m%C3%A9tis-inuit>

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

*Impact and effectiveness of strategies implemented.*

- RDL does not have a significant number of First Nations, Metis or Inuit students. However, our staff is committed to strengthening the foundational understanding of the First Nations, Metis, and Inuit perspective through their design and instruction as an act of reconciliation.
- Charity Tegler, FSD FNMI facilitator, worked with our Grade 6 teachers and students on a social studies unit to broaden students' understanding of the First Nations perspective on Canadian history.

## Teaching, Learning and Leadership

### Goals

*Desired Result*

Advance system-wide high-quality design, instruction and assessment practices. Advance system-wide excellence in teaching and leading.

### Outcomes

*Measurable statements of what FSD seeks to achieve.*

Outcomes • Excellent teachers, school leaders and school authority leaders.

### Indicators

*Indicators of achieving outcomes.*

Teachers and leaders respond 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, collaborative engagement and reflective practice. • Collaboration between teachers, leaders, students and families and other professionals enables optimum learning. • Teachers and leaders use a range of data and evidence 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.*

Strategic Plans • High-quality Design, Instruction and Assessment. • Excellence in Teaching and Leading.

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/home>

## 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	82%	88%	89%	82%	79%	N/A

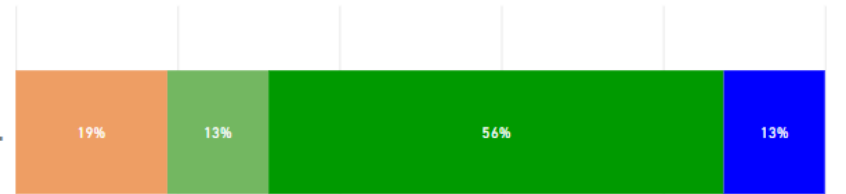
### Evidence: Provincial and Local Measures

*Provincial and local measures assessed progress on achieving outcomes.*

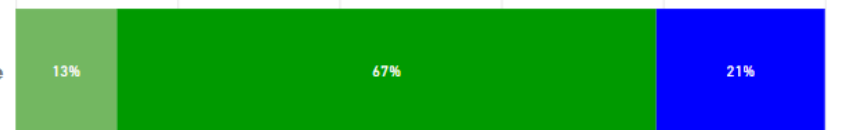
### Professional Learning Survey 2021

Value ● 1. Not yet ● 2. Talking about this ● 3. Started to do this ● 4. Consistently doing this ● 5. Deeply embedded

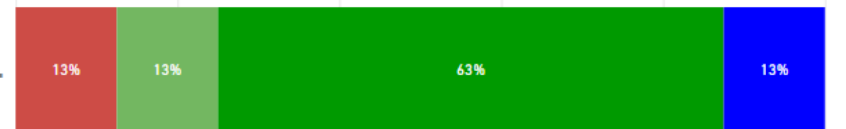
**Criteria #1: Shared mission, vision, val...**



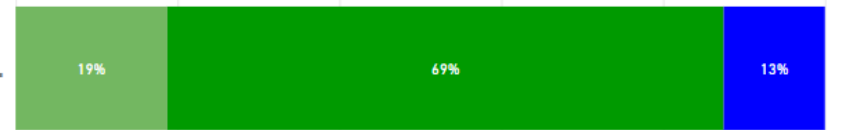
**Criteria #2: Collaborative culture**



**Criteria #3: Inquiry into Best Practices...**



**Criteria #4: Commitment to Continuou...**



**Criteria #5: Results & Action Oriented**



0% 20% 40% 60% 80% 100%

#### Provincial

- Overall Quality of Basic Education
- Teacher Professional Development

#### Local

- FSD Professional Learning Survey

- Processes, strategies and evidence that demonstrate the school supports teaching and leadership quality through professional learning, supervision and evaluation
- Evidence of advancing school wide high-quality design, instruction and assessment practices.
- Evidence of advancing school wide excellence in teaching and leading

### Key Insights from Results Analysis

*Impact and effectiveness of strategies implemented.*

- Measures and evidence demonstrate a strong, committed and skilled teaching and leading team at RDL.
- There will be an increased focus on staff professional learning and alignment at RDL

## 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

*Optimum student learning is achieved through*



### 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

<b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.		<b>Assurance Measure:</b> 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.		<b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	
Governance				Teaching and Leading	
<b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.				<b>Assurance Measure:</b> 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	
<b>Goal 1</b> Advance system-wide stakeholder engagement	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement</a>	<b>Goal 1</b> Advance a system-wide approach to a safe, caring and welcoming learning environment	<b>Strategic Plan</b> <a href="#">Safe, Caring and Welcoming Learning Environment</a>	<b>Goal 1</b> Advance system-wide innovation, creativity and competency development	<b>Strategic Plan</b> <a href="#">Innovation, Creativity and Competency Development</a>
Governance		<b>Goal 2</b> Advance system-wide continuum of supports	<b>Strategic Plan</b> <a href="#">Continuum of Supports</a>	<b>Goal 2</b> Advance system-wide literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
<b>Goal 2</b> Advance system-wide evidence-based	<b>Strategic Plan</b> <a href="#">Continuous Improvement Cycles</a>	<b>Goal 3</b> Advance system-wide approach to positive	<b>Strategic Plan</b> <a href="#">Positive Mental Health, Wellness and Well-being</a>	<b>Goal 3</b> Advance system-wide First Nations, Métis	<b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit Student Success</a>

continuous improvement cycles		mental health, wellness and well-being		and Inuit student success	
		 <p><u><b>Vision 2034:</b></u> <u><b>Prepared for the Future</b></u></p>		<b>Teaching and Leading</b>	
				<b>Goal 4</b> Advance system-wide high-quality design, instruction and assessment practices	<b>Strategic Plan</b> <a href="#">High-quality Design, Instruction and Assessment</a>
				<b>Goal 5</b> Advance system-wide excellence in teaching and leading	<b>Strategic Plan</b> <a href="#">Excellence in Teaching and Leading</a>