École Senator Riley Middle 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

ESRMS Land Acknowledgement

In the spirit of reconciliation, we want to acknowledge the traditional territories of the peoples of Treaty 7 Region in Southern Alberta and the Métis Nation of Alberta Region 3. Spanning generations, acknowledgement of the land is a traditional custom of Indigenous peoples and an important part of reconciliation. It gives voice to the authentic history of the land and its original people.
Honouring the land in this way acknowledges the story of the creation of this country in a way that has historically been missing.

ESRMS Land Acknowledgemnt 2020-2021
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FSD Vision
Engagement, Support and Success for each learner

FSD 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!

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

École Senator Riley Middle School is a grade 6 – 8 dual track French Immersion School. ÉSRMS is located in the Town of High River Alberta. Our school community serves approximately 340 students who live in High River and the surrounding area. We provide high quality learning experiences for students through a broad range of educational opportunities including the French Immersion Program, the Arts, CTF courses, outdoor learning experiences and athletics.

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

The 2020-2021 school year was certainly unique in many respects, and the effects of the ongoing COVID 19 pandemic shaped the year in many important ways. We chose POWER OF CONNECTION as our School Theme for this year as COVID guidelines and protocols made it challenging to come together as a school and build sense of community. We started the year with a staggered entry allowing the staff the ability to teach the new covid protocols and routines to smaller groups, while also inviting early relationship building with a smaller number of students. We were able to successfully pivot through the various phases of Re-Launch, Continuity of Learning, and Renewal focusing on relationships, wellness and student and staff health. Communication, cleanliness, and cohorts kept our students in school and the number of classroom disruptions low as we had only two positive cases reported at school while infectious and these happened in the later part of the school year.

We continued with celebrations important to ESRMS including a Remembrance Day celebration to honour our veterans, modified Sports Day and a Grade 8 Farewell assembly to celebrate our students' successes. Students contributed to our greater school community through acts of service such as Community Garbage Pick-up, Food Bank Donations, raised funds to help India Disaster Relief and sent letters and holiday cards to Canadian troops serving overseas

We encouraged our classes to grow beyond the classroom walls and encouraged learning outdoors. Students were excited to be involved with the School Yard Beautification Project and took considerable pride in our School Garden Project. Students planted a vegetable garden outside and tended the garden throughout the summer. We also received a $1000 grant for a tower garden to study Plants For Food and Fibre up close by growing vegetables in the school during the winter months.

Supporting a safe, caring and inclusive learning culture with a focus on Mental Health & Wellness was a huge focus for our school. Students' Matters Committee members identified issues facing students in their school and brainstormed ideas to address these concerns and promote mental health. Staff completed relationship mapping which identified students who needed a stronger adult connection. Staff wellness was also at the for front as staff navigated the changes and increasing demands of the pandemic. We asked staff to complete a Staff Wellness Survey at three separate times throughout the school year to check in and to ask how what could be done to support them. Special treats and notes of gratitude helped staff members feel appreciated and connected.
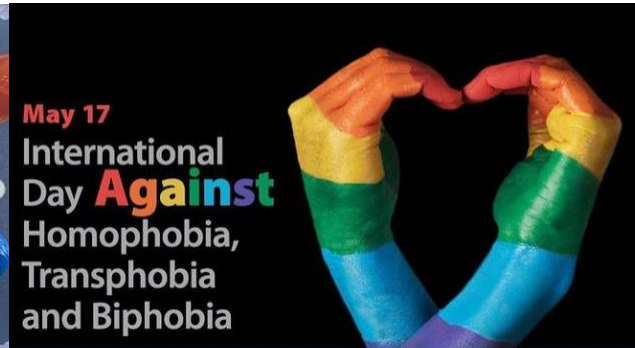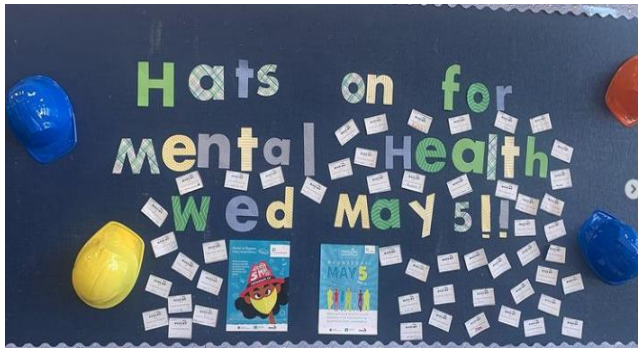
We are proud of tour school team's commitment to continuous improvement and designing and delivering high quality learning opportunities for our students. Our staff's confidence increased in the design and implementation of Professional Learning focus - Conceptual Understanding and Transfer for Learning – as indicated in [Senator Riley PL Survey](#) Transitions to At-Home Learning were

unfortunate but Online Learning provided an opportunity for teachers to find new ways to engage students such as Hoover goes outside. Ms. Jessie McCauley, who taught Grade Six, was chosen as this year's FSD Edwin Parr nominee.

Ms. Jessie McCauley - Edwin Parr No...

Our Continuum of Support continues to evolve as we refined the systems and structures that ensure success for all students. Teachers continued to focus on the improvement of literacy skills in all grades. Literacy interventions targeted students who fell in the grade 1-3 range on the GRADE led to an increase in fluency and precision and a new At home reading program focused on 7 Comprehension Strategies for students who struggle with Reading Comprehension. Universal, targeted and Individualized Math interventions were put in place to address the needs in Math. Change in the lunch time structure to include study block led to a decrease in outstanding assignments.

Complimentary Courses were offered in a modified format with students learning and exploring new opportunities. The Archery Program was a fantastic addition to our PE and Complimentary Courses; four staff members were certified to teach Archery. The purchase of a Cricket Machine expanded our Media and Graphic Design course by providing hands on projects that were meaningful to students. The introduction of My Blueprint to Grade 8 Students created an opportunity to complete Personality & Skills Inventories and led to career exploration, resumes and cover letters.

We continue to learn more about the history and legacy of residential schools and the need for Truth and Reconciliation. The week leading up to Orange Shirt Day was dedicated to learning about the experiences of Indigenous children in the Indian Residential School System. The Grade 6 FI Students wrote and recorded a Land Acknowledgement which is posted on our school website and read each day in our Morning Announcements. The discovery of children's remains at several sites of formal residential schools brought our school together; we gathered outside and students placed shoes around our playground to honour the memories of the children found in unmarked graves.
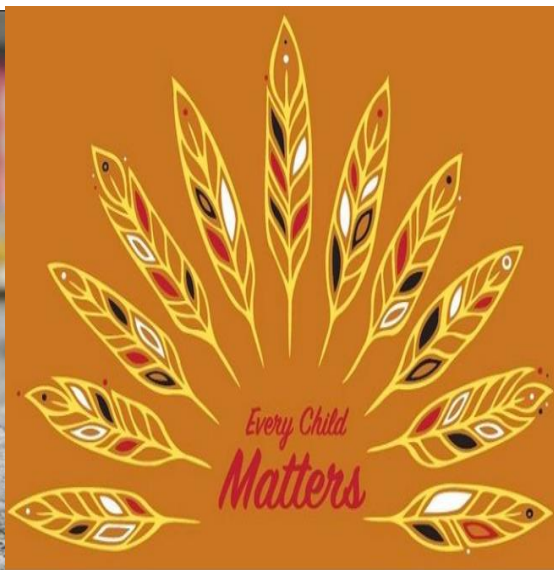
The past year was one of limitations and numerous changes as we were challenged to be creative and consider new ways of communicating and connecting to one another. What was consistent was the safe and caring environment where our students felt welcomed and accepted. Our students continued to attend school, even on the snowiest and coldest days, as most preferred being at school with their peers rather than at home learning online. Memories were made and learning continued, and our students were engaged, supported and successful.

Engagement

Our story of engagement for each learner

We are committed to engaging and collaborating meaningfully with our learners and communities. We have consulted in a variety of ways with our learners, parents, and communities to include their voice which has informed our choice of strategies. We will do this to assure our learners and communities that our decision-making is based on the best interests of all our learners.

Student Matters Committee – Five students represented our school on this committee to provide voice and perspective on Division programs and initiatives. This Committee created a video to engage our students in a Student Engagement Survey to get a better understanding of our SOSQ results.

School Council - had monthly meetings and opportunities to provide feedback on matters concerning the school. RCMP Officer Mills was invited to present to parents regarding Social Media Safety

School Improvement Team - staff members on this committee provided input in planning and leading school based professional learning days and reviewed data and feedback to inform next steps for staff learning.

Student Council – gave students opportunities to have a voice and input on school programs and initiatives that helped inform decision and direction for improvement and success at ÉSRMS

For further information on ENGAGEMENT follow links to:

Senator Riley - Student Matters Engagement Invitation
Engage FSD and Foothills School Division Stakeholder Engagement Plan
Vision 2034: Prepared for the Future
FSD 2020-21 School Relaunch Updates & Handbook

Stakeholder Engagement

Goal *Desired Result*	Outcomes	Indicators *Indicators of achieving outcomes.*
Learners are engaged through communicating, collaborating and solving problems to advance education excellence.	**B**UILDING CONNECTIONS - Learners will make meaningful relationships and connections to support each other in making a difference, advancing educational excellence and creating a positive, innovative learning culture.	• 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.

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- Accountability measure of parent involvement.
- Accountability measure of continuous improvement
- Accountability Measure for overall quality of basic education.
- Evidence of structures, systems and strategies that ensure a continuous improvement cycle.
- Evidence of Structures and systems that support reflective and collaborative learning.
- Opportunities for students to be meaningfully involved in school (committees, ceremonies, focus groups, bulletin boards, gardening projects)
- Opportunities for student voice: Student Matters committee, ATM Box, Circles)
- Examples of structures, systems and strategies that ensure ongoing stakeholder engagement
- Impact of stakeholder engagement in decision-making.

- Parent input and participation via school council, focus groups, communication

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

- Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.
- Connect students, staff and community by providing ongoing information specific to school goals, celebrations of success and events, through a wide-variety of communication means.
- Communication with parents regularly through classroom email and weekly office newsletters
- Continue to create more opportunities for students to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division.
- Share upcoming events via social media, the school website
- Post the Morning Announcements on our website so anyone can see
- Celebrate student learning and school pride through Instagram (links to Twitter and website Sept-June)
- Student, staff, community engagement via School Instagram Account
- Fast and Female Event involving our gr 7 girls
- Wellness PLC - events to build connections: Theme days, Monday Morning Announcements by Homeroom , YarnCircle
- Homeroom Instagram Takeovers
- Opportunities for connection with staff at the beginning and end of PD Days
- Students Matters Committee - initiatives to address peer issues and self confidence

Stakeholder Engagement Results Analysis					
Performance Measures	**Student Engagement**	**Staff Engagement**	**Parent Engagement**	**Community Engagement**	**Communications**
Overall Achievement	EXCELLENT	EXCELLENT	GOOD	GOOD	EXCELLENT

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

Evidence of principles and practices that tell the story of learning and provides assurance of continuous improvement and student growth at ÉSRMS include:

- Students, staff, and community were connected by providing ongoing information specific to school goals, celebrations of success and events, through a wide variety of communication means.
- Regular Communication with parents through classroom email and weekly office newsletters
- Upcoming events were shared via social media, the school website
- Virtual Remembrance Day Service with links sent to Seniors Lodge and to all parent
- Morning Announcements posted on our website so anyone can see
- Student, staff, community engagement via School Instagram Account, Homeroom Instagram Takeovers
- Wellness PLC organized events to build connections: Theme days, Monday Morning Announcements by Homeroom, Yarn Circle
- Students contributed to the community through acts of service such as Community Garbage Pick-up, Food Bank Donations, raised funds to help India Disaster Relief and sent letters and holiday cards to Canadian troops serving overseas
- Opportunities for connection with staff at the beginning and end of PD Days
- Students Matters Committee organized initiatives to address peer issues and self confidence Senator Riley - Student Matters Engagement Invitation
- Virtual Grade 8 Farewell Celebration
- Engaged parents in an online presentation on Social Media Safety with Guest Constable Jill Mills organized by our School Council

PARENT ENGAGEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Senator Riley School						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	44	79.0	40	78.8	42	77.6	66,510	81.2	68,667	81.4	69,247	81.5
Parent	29	69.8	26	65.1	27	61.5	34,149	73.7	35,499	73.7	35,750	73.8
Teacher	15	88.1	15	92.4	15	93.7	32,361	88.8	33,168	89.2	33,497	89.3

Senator Riley School
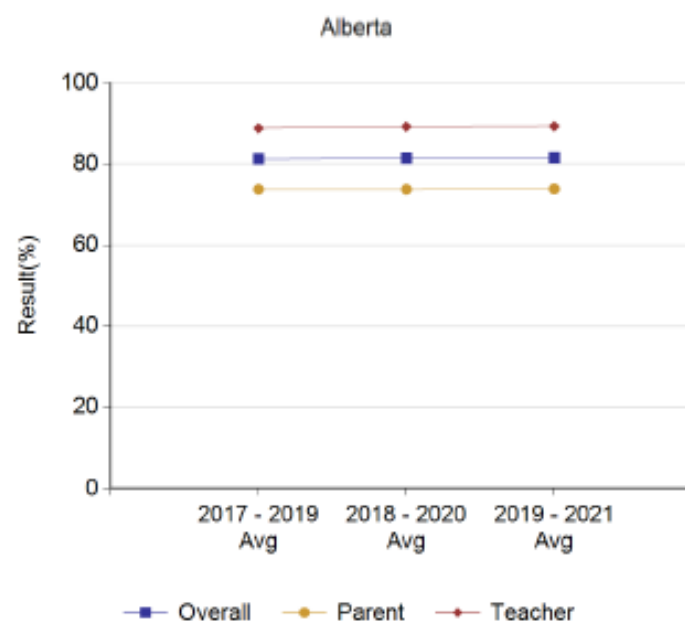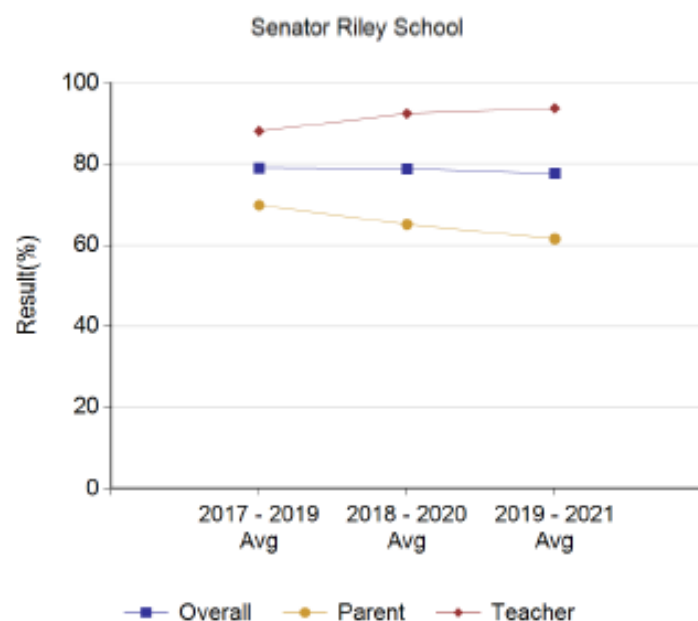
Alberta

STUDENT ENGAGEMENT
Senator Riley - Student Matters Engagement Invitation

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	116	79.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93	72.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me	2021	93	22	51	18	3	6	72
I understand how the mathematics I am learning at school is useful to me	2021	93	34	48	10	2	5	83
I understand how the science I am learning at school is useful to me	2021	93	27	59	5	2	6	86
I understand how the social studies I am learning at school is useful to me	2021	93	19	40	26	4	11	59
The language arts I am learning at school is interesting to me	2021	93	9	49	31	9	2	58
The mathematics I am learning at school is interesting to me	2021	93	20	43	25	8	4	63
The science I am learning at school is interesting to me	2021	93	25	59	12	3	1	84
The social studies I am learning at school is interesting to me	2021	93	31	43	17	6	2	74

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

Impact and effectiveness of strategies implemented.

Strengths:

- Effective communication between educators, students and community enhances programming and decision making. engage staff, students, parents and community by sharing results, providing opportunities for input and feedback ensures development of the education plan
- Increase in student engagement created opportunities for student voice through actions and leadership which evident through the work of the Student Matters Committee, Youth Matters Committee, student led presentation to School Council and staff, early launch of Grade 8 lunch Passes, monthly classroom takeover of School Instagram and organization of Spirit Days, student involvement in the Playground Beautification Project and number of followers on our school Instagram Account continued to increase
- Evidence of principles and practice**s** that tell the story of learning and that provide assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Areas of Refinement
- Continue to create more opportunities for students to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division.
- Continue to create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.

Continuous Improvement		
Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve.*	**Indicators** *Indicators of achieving outcomes.*
Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: 1. Building relationships. 2. Engaging with education partners and stakeholders. 3. 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.

- 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.
- Improvement in structures and systems that support reflective and collaborative learning.
- Structures, systems, and strategies that ensure ongoing stakeholder engagement.
- Impact of stakeholder engagement in decision-making.

Continuous Improvement Results Analysis					
Performance Measures	**Parental Involvement**	**Continuous Improvement**	**Overall Quality of Education**	**Guiding Principles of Assurance**	**Principles & Practices**
Overall Achievement	EXCELLENT	EXCELLENT	EXCELLENT	These will be addressed in our first Assurance Results Report	These will be addressed in our first Assurance Results Report

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

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):

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	42	75.2	38	81.1	53	80.7	30	74.5	23	72.1	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	25	67.2	24	72.2	39	70.2	14	52.9	11	64.2	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	17	83.1	14	90.0	14	91.2	16	96.2	12	80.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Senator Riley School

Alberta

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.

	Senator Riley School						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	205	74.1	130	74.9	137	77.3	270,747	80.9	258,896	81.0	262,722	81.3
Parent	29	77.3	25	74.7	27	73.4	33,414	80.1	34,764	79.9	35,028	80.2
Student	162	69.2	90	68.5	95	68.7	205,554	80.2	191,538	79.7	194,755	79.5
Teacher	15	75.7	14	81.4	15	89.9	31,780	82.4	32,594	83.3	32,940	84.2
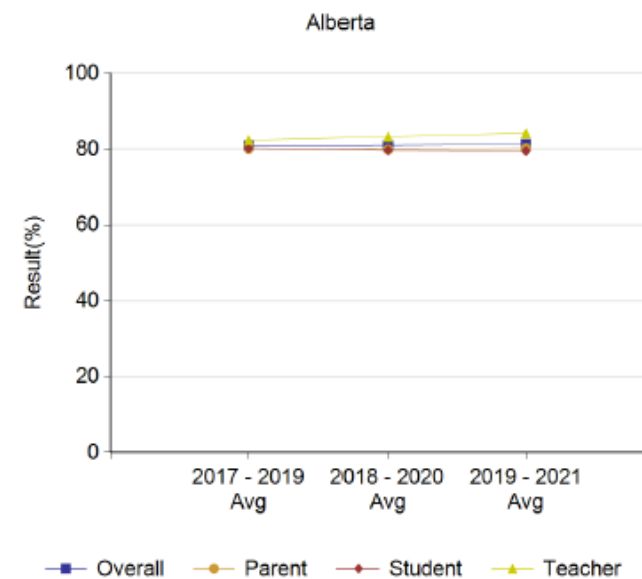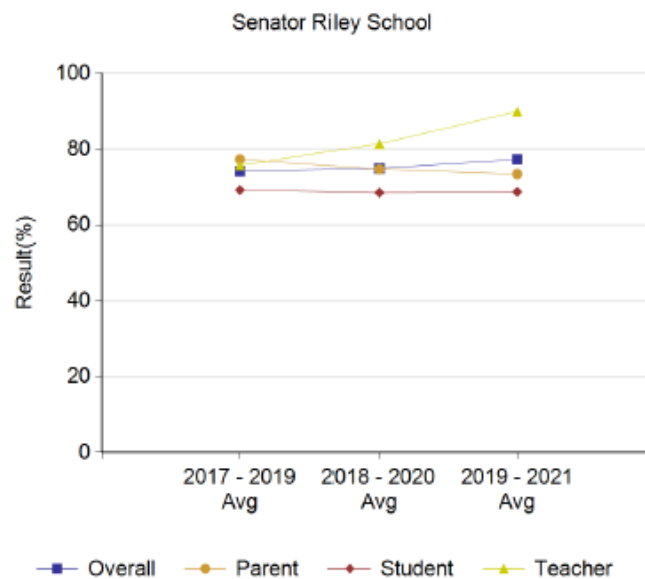
Senator Riley School

Alberta

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.

Parent - All

		N	Improved %	Stayed The Same %	Declined %	Don't Know %	Top 2 Box %
In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years	2017	25	28	44	20	8	72
	2018	22	27	50	23	0	77
	2019	40	20	63	15	3	83
	2020	14	29	36	36	0	64
	2021	10	30	50	20	0	80

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.

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I am proud of my school	2017	218	8	44	30	10	8	52
	2018	80	29	44	9	9	10	73
	2019	94	27	44	14	3	13	70
	2020	96	24	43	14	1	19	67
	2021	93	25	48	10	6	11	73
I would recommend my school to a friend	2017	220	10	44	28	12	6	54
	2018	80	28	36	13	13	11	64
	2019	94	24	48	13	4	11	72
	2020	96	25	41	19	3	13	66
	2021	93	28	42	9	9	13	70

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

Impact and effectiveness of strategies implemented.

The ongoing impacts of the COVID – 19 pandemic have hampered our ability for continuous improvement. The continued shifts between in-person and at-home learning and the guidelines that we were required to follow to keep our school community safe have interrupted the education quality experiences

we offer at ESRMS. Structures, systems, and strategies that ensure a continuous improvement cycle and demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building were limited due to restrictions imposed because of the pandemic.

Support

Our story of support for each learner

We are committed to providing a learning environment that is welcoming, caring, respectful and safe. Every child has unique interests, learning styles, strengths and talents that should be developed and celebrated. Building relationships and trust are essential and meeting the social, emotional, and educational needs of every child is a collective responsibility. Ensuring that all students have access to a continuum of supports and services that is consistent with the principles of inclusive learning provides opportunities for students to grow into responsible, confident, ethical lifelong learners.

For further information on SUPPORT follow links to:
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 and Learning Opportunities
Community Resources and Resiliency

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
• Learners contribute to and feel welcomed, cared for, respected and safe. • Learners access a continuum of supports. • Learners access mental health, wellness and well-being supports	**SUPPORTING CONNECTIONS** Learners are provided a welcoming, caring, respectful, safe, flexible and inclusive learning environment that embraces diversity**.**	• Students are active, healthy, and well. • Students demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are welcoming, caring, respectful and safe.

		- Learning environments meet learner needs, emphasize a sense of belonging and high expectations for all. - Students and families work in collaboration with the school to support learning. - Continuum of supports and services enhance achievement and success for all learners. - Structures and systems support learning and meets 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.

- Accountability measures of Safe & Caring.
- Accountability measure of Student Inclusion and Access to Supports and Services.
- Accountability measure of parent involvement.
- Local measures including SOS-Q, Attendance, Suspension, Critical Response, Anecdotes/Stories of impact, Stakeholder Engagement & Feedback.
- Programs, services, strategies 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 mental health, wellness and well-being supports.

Strategies

Strategies are actions taken to achieve goals and desired outcomes

- Continue to build capacity around Positive Behaviour Supports, Restorative Practices, Trauma informed Practices
- Continue to offer social-emotional curricula such as Mind-Up, 4th R and Problem Solver
- Provide Mindset Lessons to current Grade 6
- Develop a plan to strategically address Mental Health & Wellness amongst students, staff, and community,
- Develop a plan to strategically address Mental Health & Wellness amongst students with a focus on Self – Confidence
- Relationship Mapping to ensure that each student is connected with at least one adult in the building
- Provide access to a continuum of supports at universal, targeted classroom, targeted school –based and individualized level
- COLT Room passes
- Relationship building - yarn circle, circles, Kindness bags, soft start, Sensory Diet, Self-Care Toolkits)
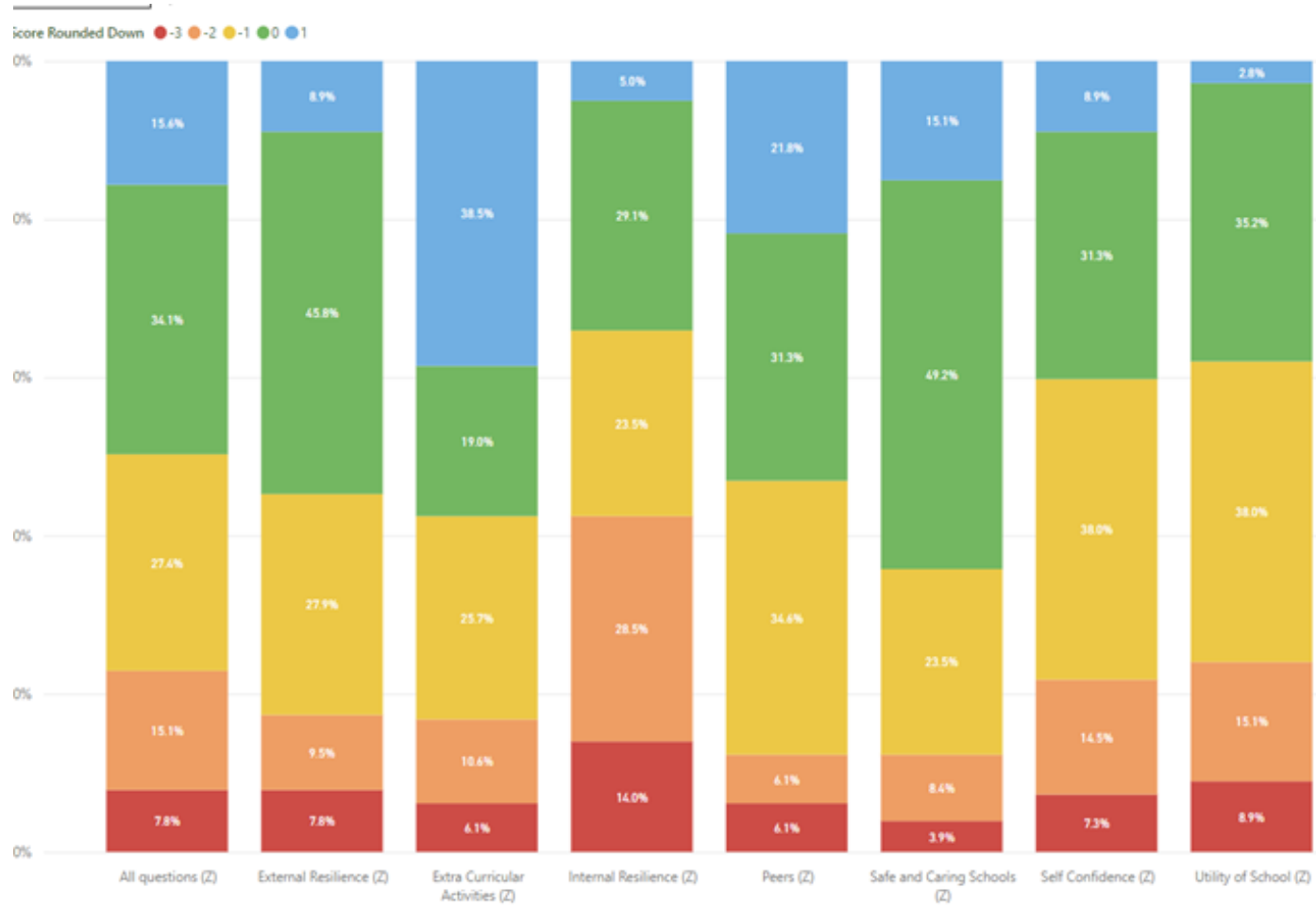- Staff Wellness Survey to be completed by staff every two months

Learning Supports Results Analysis							
Performance Measures	Safe and Caring	Program Access	Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	Peer Relations
Overall Achievement	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT	GOOD	EXCELLENT

Evidence: *Provincial and Local Measures*

Evidence of principles and practices that tell the story of learning and provides assurance of continuous improvement and student growth at ÉSRMS include:

- SOSQ Grade Level Team Analysis and Next Steps
- Collaboartive Team Meeting - Analysis of Trends as seen by Grade Level Teachers
- Providing social-emotional curricula such as Mind-Up, 4th R and a school-wide focus on Growth Mindset Lessons resulted in improvement in Internal Resilience as shown in the SOSQ Data 2020.
- Students' perception of a safe and caring environment is positive in grade 6, is a concern in grade 7 and even more so at gr 8. Self - Confidence is an area of growth for all grades but particularly in gr 8.
- Supported Student Wellness through classroom activities, lessons, surveys, during the pandemic to maintain healthy connections for all
- Classroom Circles, Kindness bags, Reverse Circles, ATM Boxes improved student relationships within classrooms and improved classroom behaviour,
- Intervention Team Meetings included 6-week reviews to ensure supports were in place or if further steps were needed
- Breathing Room procedures refined which resulted in increase in responsible use of space (sign in/timer/expectations for use
- Increase in teachers including Mindfulness activities in daily plans and focus on self-regulation skills allowed students to identify triggers and use coping strategies
- Attendance contracts, home visits, meetings with students and parents and regular check-ins by admin and/or FSLC resulted in improvement of attendance
- Focus on Staff wellness helped staff members through the challenges during the pandemic Staff Wellness Survey

GRADE 7 & 8 SOSQ Averages (gr 6 not available at this time)

Score Rounded Down ● -3 ● -2 ● -1 ● 0 ● 1

	All questions (Z)	External Resilience (Z)	Extra Curricular Activities (Z)	Internal Resilience (Z)	Peers (Z)	Safe and Caring Schools (Z)	Self Confidence (Z)	Utility of School (Z)
1 (blue)	15.6%	8.9%	38.5%	5.0%	21.8%	15.1%	8.9%	2.8%
0 (green)	34.1%	45.8%	19.0%	29.1%	31.3%	49.2%	31.3%	35.2%
-1 (yellow)	27.4%	27.9%	25.7%	23.5%	34.6%	23.5%	38.0%	38.0%
-2 (orange)	15.1%	9.5%	10.6%	28.5%	6.1%	8.4%	14.5%	15.1%
-3 (red)	7.8%	7.8%	6.1%	14.0%	6.1%	3.9%	7.3%	8.9%

Relationship Mapping

"Rather than leaving connections to chance, relationship mapping invests time in making sure that every student is known by at least one adult."
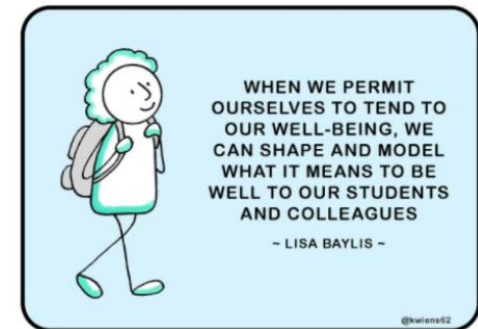- The Internet

Why?

What?
- Establish criteria for "connections" / Define "Positive Relationship"
- Map student connections in the homerooms you teach. Error on the side of caution (if you're not sure, you're not close)

How?
- To start, find your Day 1, P2 class
- Initial beside students you feel you have a strong / positive relationship with
- ---> P3 - P7 as needed until all classes have been mapped
- What is left is a list of students that need to be targeted for mentorship / positive relationship
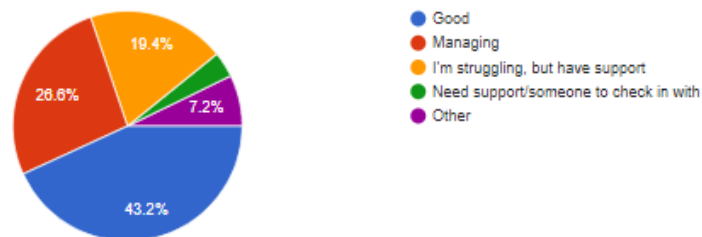- Further analysis and discussion in GLPLC

SUPPORTING CONNECTIONS "Wellness Check in" Click here to join the meeting

You can't pour from an empty cup. Take care of yourself first.
#TAKECONTROL

WHEN WE PERMIT OURSELVES TO TEND TO OUR WELL-BEING, WE CAN SHAPE AND MODEL WHAT IT MEANS TO BE WELL TO OUR STUDENTS AND COLLEAGUES
~ LISA BAYLIS ~
@kwiens62

Staff Wellness Survey

How has your mental health been this school year?

139 responses

- Good
- Managing
- I'm struggling, but have support
- Need support/someone to check in with
- Other

19.4%
26.6%
7.2%
43.2%

Looking at the Mental Health Continuum, which colour/category best describes how you have been feeling in the past month?

14 responses

- Healthy/Green
- Reacting/Yellow
- Injured/Orange
- Ill/Red

64.3%
7.1%
28.6%
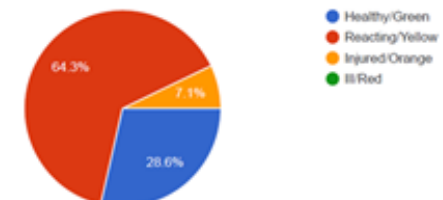
Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Other students treat me well	2017	218	15	57	19	6	3	72
	2018	82	17	54	20	0	10	71
	2019	94	14	53	15	10	9	67
	2020	95	21	53	9	4	13	74
	2021	91	13	62	15	5	4	75

Percentage of teacher, parent and student agreement 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.
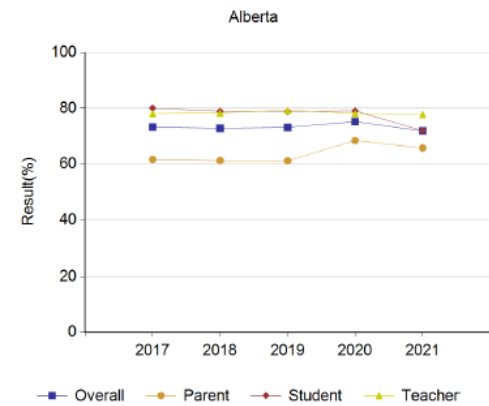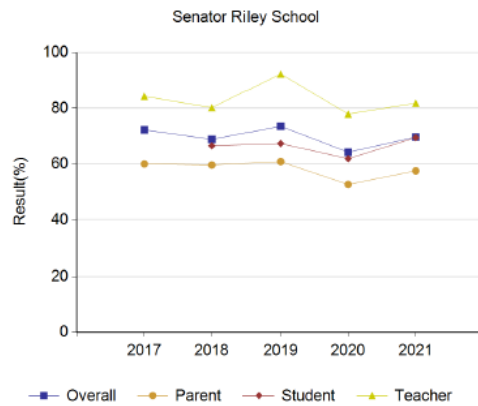
	Senator Riley School						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	207	84.0	131	84.5	137	84.2	272,834	89.2	261,027	89.1	264,793	89.2
Parent	30	84.9	26	85.1	27	83.1	34,534	89.7	35,877	89.8	36,073	90.0
Student	162	79.4	91	77.8	95	76.1	205,847	82.7	191,868	82.5	195,110	82.5
Teacher	15	87.6	15	90.6	15	93.2	32,453	95.1	33,281	95.1	33,610	95.2



Senator Riley School

Alberta

33
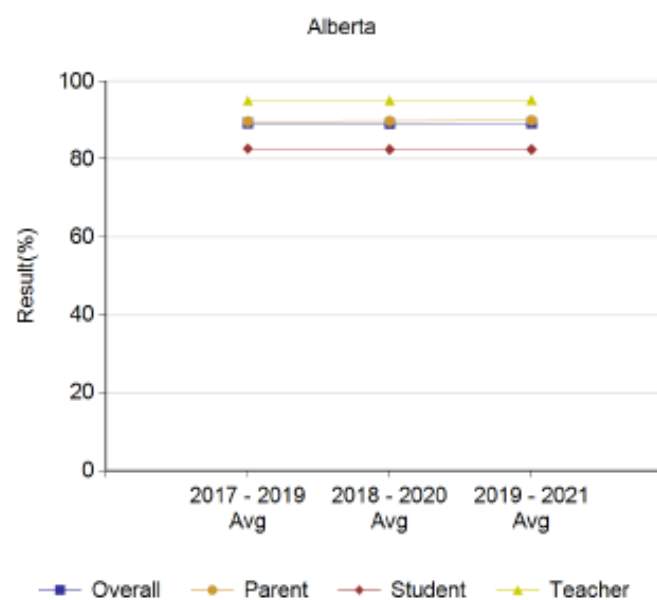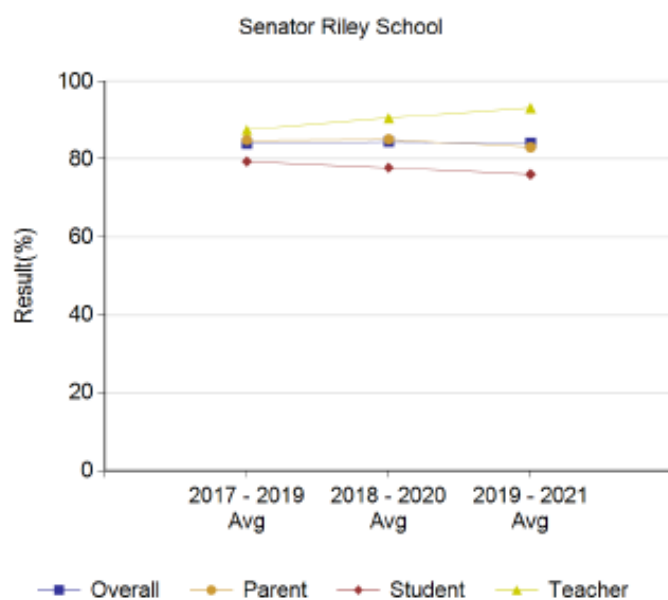
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	42	72.2	119	68.8	146	73.5	124	64.2	116	69.6	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	25	60.0	24	59.6	38	60.8	14	52.6	11	57.5	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	81	66.5	94	67.3	94	61.9	93	69.4	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	17	84.3	14	80.2	14	92.3	16	77.9	12	81.8	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Senator Riley School

Alberta

34

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

| | Senator Riley School | | | | | | Alberta | | | | | |
| | 2017 - 2019 Avg | | 2018 - 2020 Avg | | 2019 - 2021 Avg | | 2017 - 2019 Avg | | 2018 - 2020 Avg | | 2019 - 2021 Avg | |
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	103	82.3	131	81.5	137	82.2	226,538	84.6	261,014	84.6	264,764	84.8
Parent	29	72.9	26	74.9	27	77.1	34,474	77.3	35,823	77.6	36,015	77.9
Student	88	79.0	91	75.0	95	73.0	159,631	82.3	191,937	82.0	195,171	82.1
Teacher	15	93.9	15	94.5	15	96.6	32,433	94.2	33,254	94.3	33,578	94.4
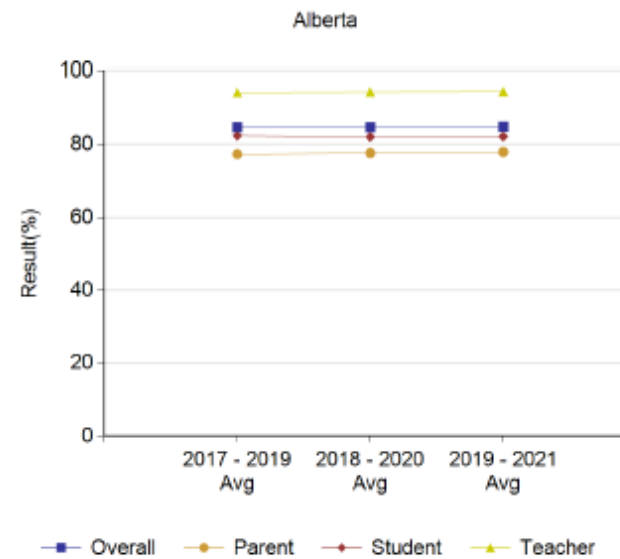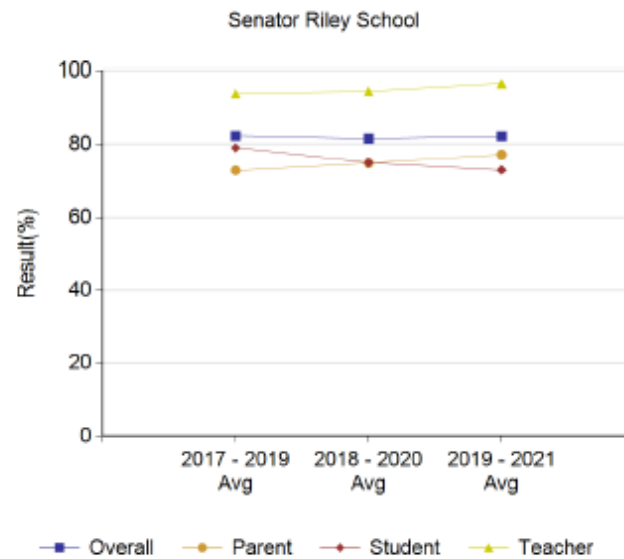
Senator Riley School

Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Student - Grade 7-9

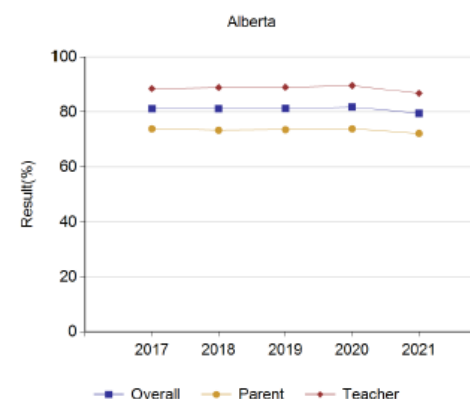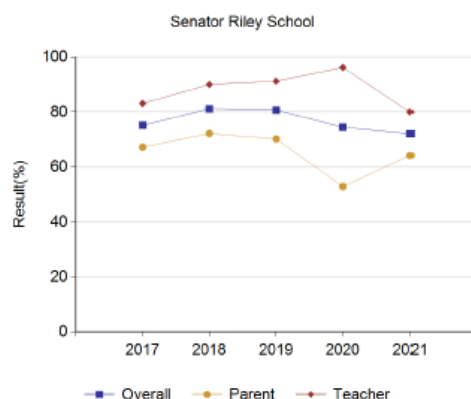|		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I can get help at my school with problems that are not related to school work	2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2018	81	19	47	22	5	7	65
	2019	94	26	44	16	5	10	69
	2020	96	11	39	19	6	25	50
	2021	91	9	41	15	10	25	49
It is easy to get help with school work at my school if I need it	2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2018	81	21	67	9	2	1	88
	2019	93	26	54	13	2	5	80
	2020	94	27	50	10	2	12	77
	2021	92	30	54	10	2	3	85
When I need it, teachers at my school are available to help me	2017	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2018	81	20	64	12	0	4	84
	2019	93	37	52	6	3	2	88
	2020	96	20	55	16	0	9	75
	2021	93	23	65	6	0	6	87

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	42	75.2	38	81.1	53	80.7	30	74.5	23	72.1	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	25	67.2	24	72.2	39	70.2	14	52.9	11	64.2	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	17	83.1	14	90.0	14	91.2	16	96.2	12	80.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Senator Riley School / Alberta — Result(%) charts for Overall, Parent, Teacher, 2017–2021

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

Impact and effectiveness of strategies implemented.

Areas of Strength

- Strategically addressing Mental Health & Wellness amongst students, staff and community is a priority. Providing social-emotional curricula during the year of the Pandemic was necessary.
- Implementation of strategies and programs such as Mind-Up, 4th R and a school-wide focus on Growth Mindset Lessons resulted in improvement in Internal Resilience as shown in the SOSQ Data
- Students' perception of a safe and caring environment is positive in grade 6, is a concern in grade 7 and even more so at gr 8.

- Focus on staff wellness helped staff members through the challenges during the pandemic and contributes to the building of a culture of wellness and well-being at our school

Areas for Refinement:
- Continue to build capacity around Positive Behaviour Supports, Restorative Practices, Trauma informed Practices
- Continue to offer social-emotional curricula such as Mind-Up, 4th R and Problem Solver
- Build community connections, classroom connections, and provide universal supports for mental health, wellness, and well-being by using a Minds Matter Coach (embedded three days a week through application of FSD's Mental Health Capacity Building grant)
- Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuums of support to help students get back on track with their learning.
- Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.
- Self - Confidence is an area of growth for all grades but particularly in grade 8.
- Continue to strengthen community partnerships and collaborations to support our students and staff.

Success

Our story of success for each learner

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our school community. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner.

For further information on SUCCESS follow links to:

Student Growth and Achievement

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Learners are successful ◦ First Nations, Métis and Inuit Learners are successful. ◦ Learners are literate and numerate. ◦ Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. ◦ Learners develop learning competencies. ◦ Excellence in teaching, learning and leadership.	**School: ENSURING MEANINGFUL CONNECTIONS** Learners are successful through consistent & cohesive quality literacy and numeracy instruction, assessment and intervention using evidence-based practices.	• Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve learning outcomes, demonstrating strengths in literacy, numeracy, and competency development. • Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • The school community applies resources needed to support First Nations, Métis, and Inuit student success. • 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.

- Accountability Pillar measure of Education Quality.
- Accountability Pillar measure of Teacher Professional Development
- Evidence of use of Common Assessments in all three PLC's to guide instruction/interventions
- Evidence of adapted assessments
- PLCs demonstrate how they have differentiated or changed their instruction/assessment
- PLC, CTM and Intervention Team meeting minutes
- Teacher exit slips from PD
- Continue to update Continuum of Supports
- Evidence and stories of staff and student success
- Establish timeline of common formative/summative assessments and align with Collaborative Team Meetings
- Restructure of interventions such as LLI and COLT time due to COVID 19 restrictions
- Increase in FSD PLC survey (continual improvement)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- Continue to strengthen a culture of learning through supporting and enhancing collaborative inquiry using PLC Structures
- PLC's meet regularly (2x/month) to strategically sequence outcomes and align grade levels when/if possible
- Focus on alignment of learning outcomes, common assessments, Interventions and PD within our PLC Structures

- Engage in continuous improvement in literacy and numeracy teaching practices
- Identify and support student needs through evidence based and action focused Collaborative Team Meetings
- Restructure interventions such as LLI and COLT time interventions due to COVID 19 restrictions
- Build capacity of staff to provide interventions within the regular class time and study block (ex. Fraction a Day, Pre & Post-tests)
- Continue to build staff capacity with complex student profiles and instructional strategies
- Continue to learn and lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community
- Addition of Study Block supported by Google Doc's which teachers use to inform what needs to be done
- Whole school focus on ensuring effective use and access to On-line learning students are better prepared when they are working from home

Student Growth and Achievement Results Analysis

Innovation, Creativity and Competency Development

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement	Competency Development	MyBluePrint
Evaluation Overview	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT	NA	GOOD

Evidence: *Provincial and Local Measures*

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

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

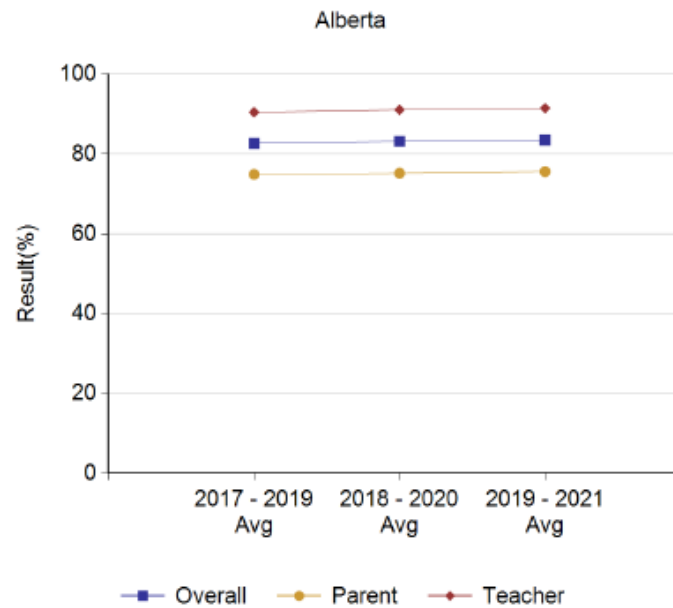|	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	116	79.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93	72.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Senator Riley School
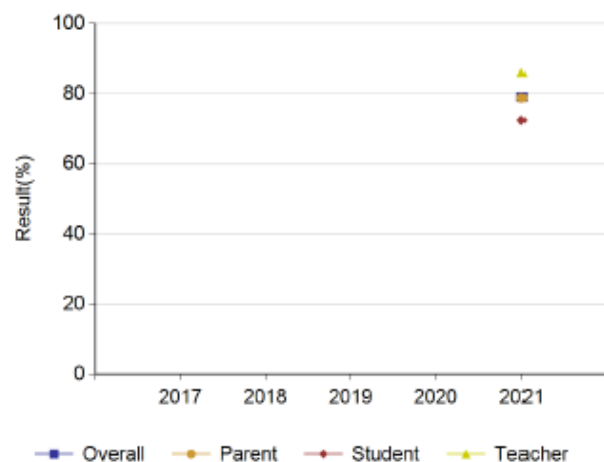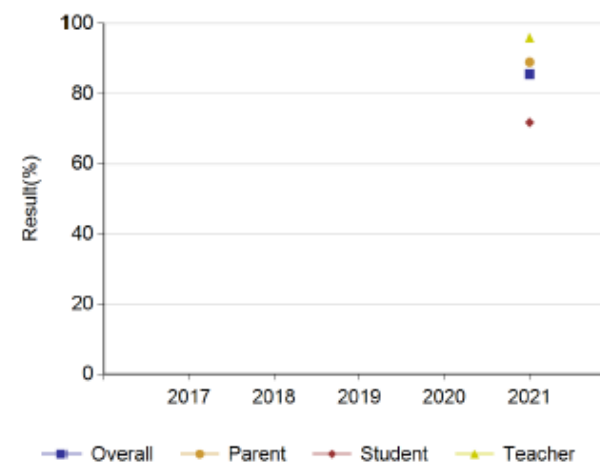
Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

| | Senator Riley School | | | | | | Alberta | | | | | |
| | 2017 - 2019 Avg | | 2018 - 2020 Avg | | 2019 - 2021 Avg | | 2017 - 2019 Avg | | 2018 - 2020 Avg | | 2019 - 2021 Avg | |
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	177	77.3	132	74.6	138	75.3	188,352	82.0	180,715	82.1	183,120	82.3
Parent	30	75.2	26	72.7	27	73.4	34,538	80.0	35,881	80.0	36,077	80.1
Student	132	78.3	91	71.2	96	71.1	121,347	77.5	111,542	77.5	113,423	77.6
Teacher	15	78.2	15	80.0	15	81.3	32,467	88.5	33,293	88.9	33,621	89.2

Senator Riley School
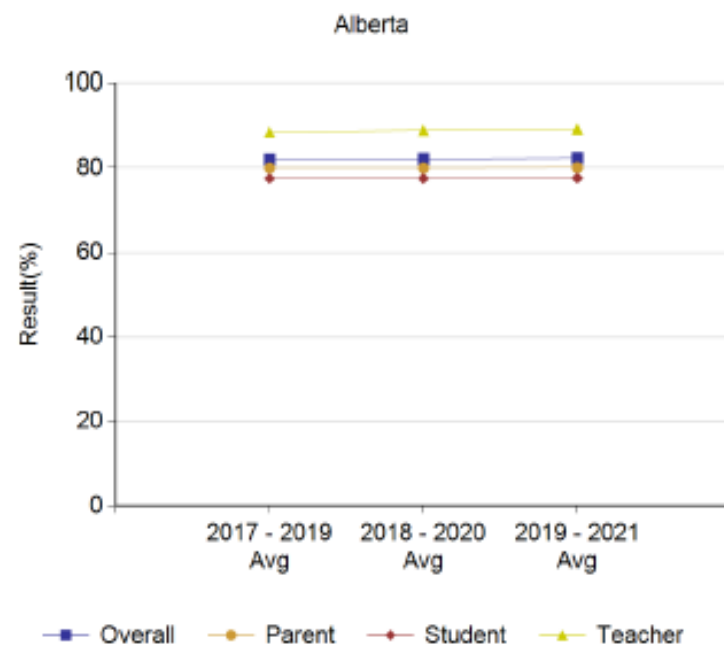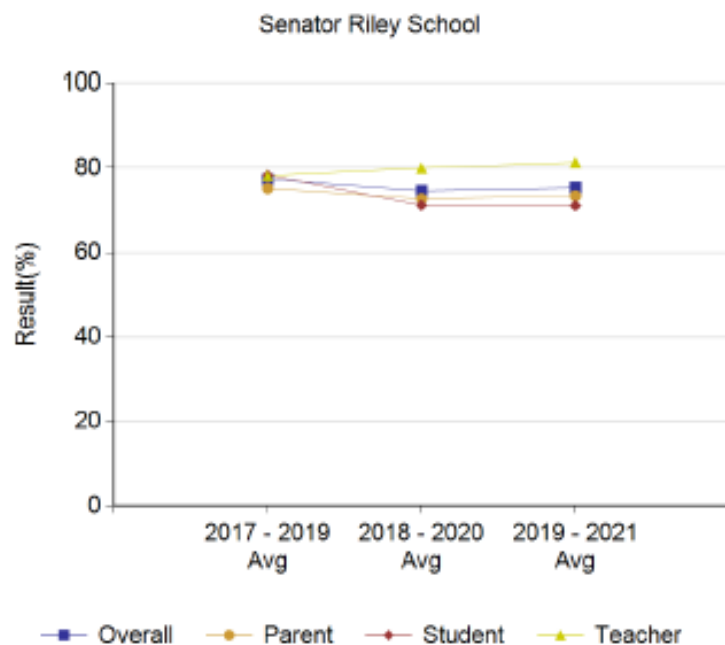
Alberta

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.

	Senator Riley School						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	42	77.0	38	75.8	41	76.0	64,316	82.7	66,498	83.2	67,155	83.5
Parent	27	63.3	24	65.0	26	65.0	32,476	74.9	33,848	75.2	34,184	75.6
Teacher	15	90.8	15	86.6	15	87.1	31,840	90.5	32,651	91.1	32,971	91.5

Senator Riley School
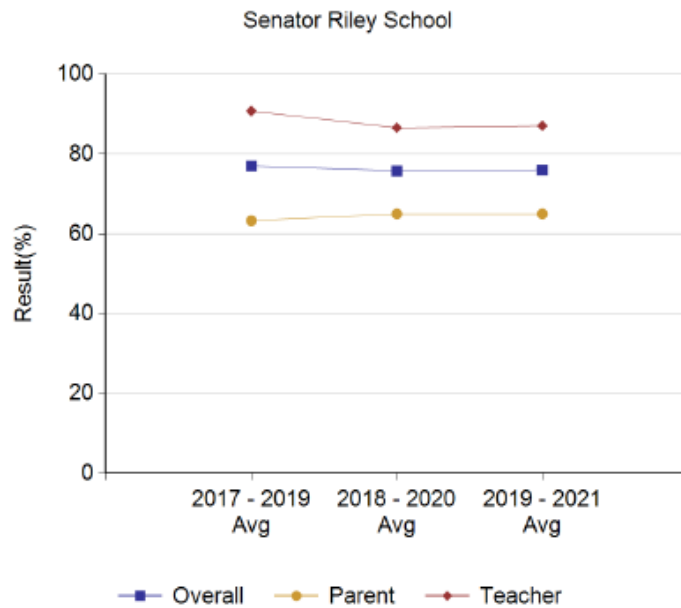
Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	353	71.0	120	77.8	148	76.4	126	76.6	116	75.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	25	68.3	24	77.3	40	72.1	14	71.4	11	80.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	311	61.3	82	67.7	94	64.3	96	64.5	93	68.4	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	17	83.5	14	88.6	14	92.9	16	93.8	12	76.7	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1
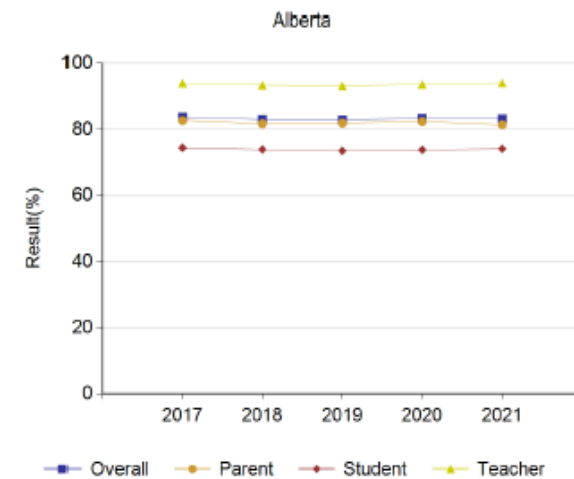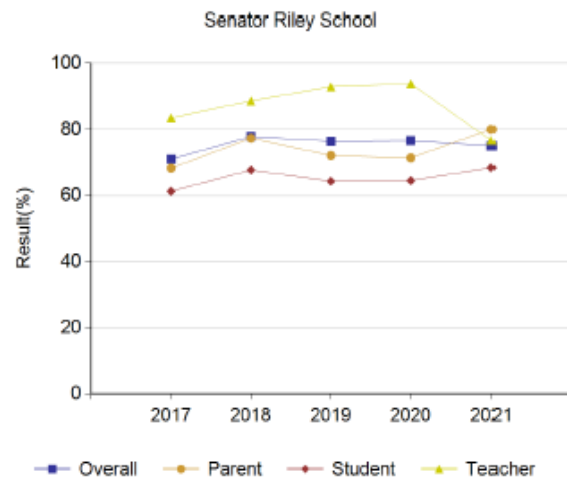
Senator Riley School

Alberta

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

Impact and effectiveness of strategies implemented.

Areas of Strength

- Complimentary Courses were offered in a modified format with students learning and exploring new opportunities.
- The Archery Program was a fantastic addition to our PE and Complimentary Courses; four staff members
- The purchase of a Cricket Machine expanded our Media and Graphic Design course by providing hands on projects that were meaningful to students.
- The introduction of My Blueprint to Grade 8 Students created an opportunity to complete Personality & Skills Inventories and led to career exploration, resumes and cover letters.

Areas for Refinement

- Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer -Implementation of "Maker-centered Learning," and CTF as a strategy for engagement and future career orientation for students.
- Grow community partnerships that provide students with authentic industry experience and lasting local connections.
- Advance the use of myBlueprint as an ePortfolio and career exploration tool for Grade 8 students
- Decrease in Performance Measures of Program of Studies, Work Preparation and Lifelong Learning indicate further steps are needed to improve quality and effectiveness of learning opportunities

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

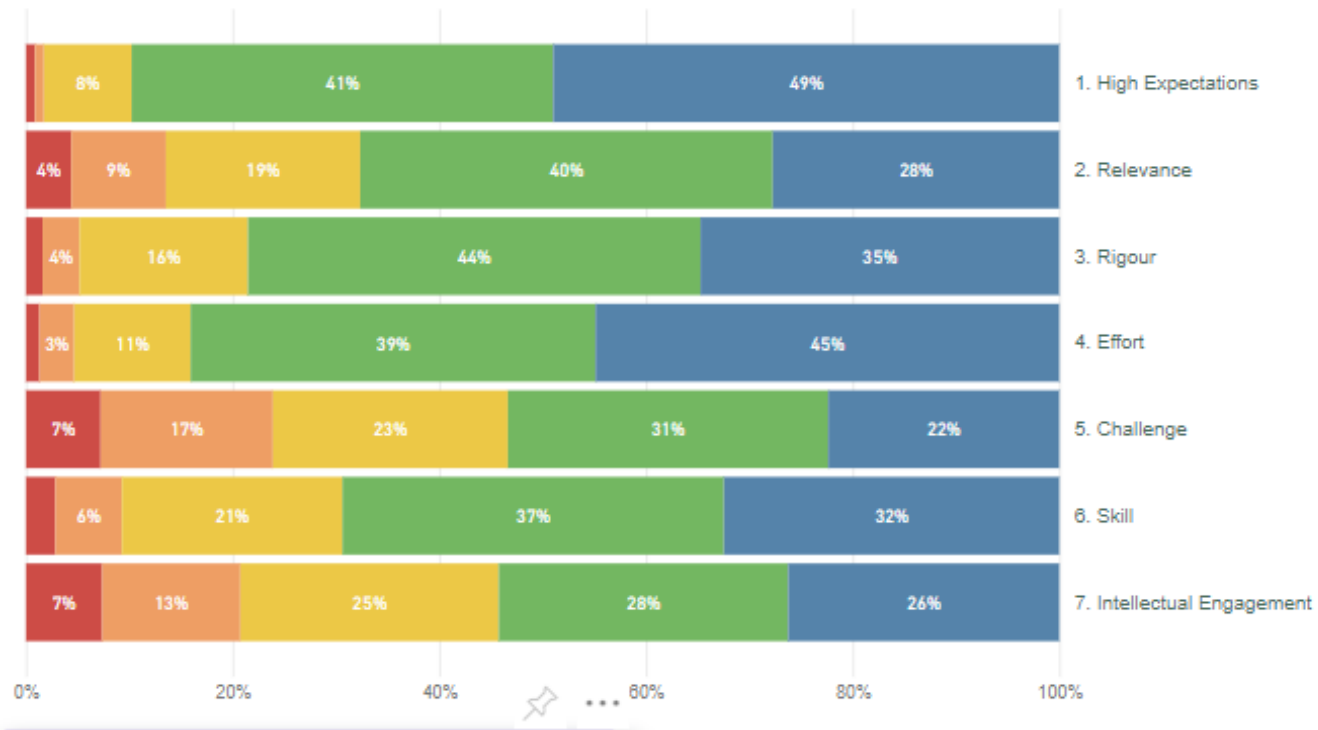| Overall Achievement	DECLINE	DECLINE	NA	NA	NA	NA
Performance Measures Intellectual Engagement	High Expectations See below	Relevance See below	Rigor See below	Effort See below	ELA/SS See below	Math/Science See below

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

Intellectual Engagement by Question

% Responses by Category or Question

2=Str Agr ●-2 ●-1 ●0 ●1 ●2

Category	-2	-1	0	1	2
1. High Expectations			8%	41%	49%
2. Relevance	4%	9%	19%	40%	28%
3. Rigour	4%		16%	44%	35%
4. Effort	3%		11%	39%	45%
5. Challenge	7%	17%	23%	31%	22%
6. Skill	6%		21%	37%	32%
7. Intellectual Engagement	7%	13%	25%	28%	26%

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

Intellectual Engagement Flow by Subject Area

Mathematics

Anxiety	Flow
10.1%	47%
Apathy	Boredom
4.4%	17.5%

ELA

Anxiety	Flow
6.1%	39.9%
Apathy	Boredom
2.6%	18.0%

Science

Anxiety	Flow
5.3%	59.2%
Apathy	Boredom
2.2%	13.6%

Social Studies

Anxiety	Flow
6.6%	45.2%
Apathy	Boredom
2.6%	14.5%

CTS/CTF/MCL

|	
Anxiety	Flow
(Blank)	21.5%
Apathy	Boredom
1.8%	19.3%

Arts

Anxiety	Flow
2.6%	30.3%
Apathy	Boredom
3.9%	28.5%

228
Students Selected

Percentage of teachers, parents and students satisfied with the overall quality of basic education.
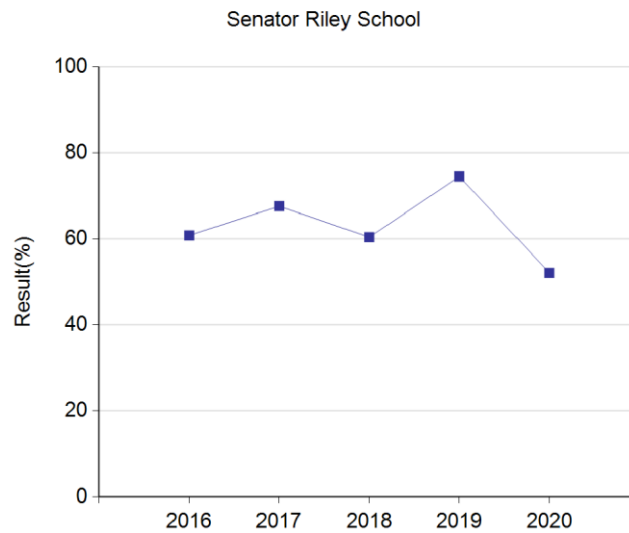
	Senator Riley School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	353	85.4	120	89.7	149	89.0	126	84.5	116	81.2	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	25	79.3	24	84.7	40	86.9	14	78.6	11	75.8	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	311	87.6	82	86.7	95	82.6	96	79.0	93	84.6	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	17	89.2	14	97.6	14	97.6	16	95.8	12	83.3	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Notes:
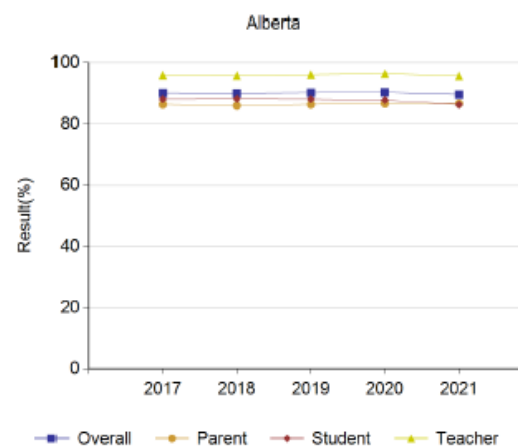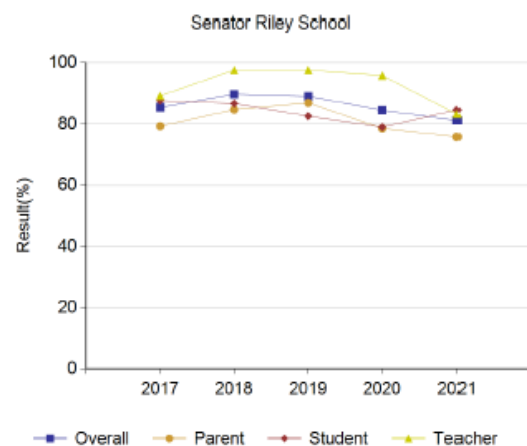
A.7 Life Long Learning Measure History

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Senator Riley School									
2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%
34	60.8	40	67.6	34	60.4	52	74.5	30	52.1

Senator Riley School

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

Impact and effectiveness of strategies implemented.

- The ongoing impacts of the COVID – 19 pandemic have hampered our ability for continuous improvement. The continued shifts between in-person and at-home learning and the guidelines that we were required to follow to keep our school community safe have interrupted the education quality experiences we offer at ESRMS. Structures, systems, and strategies that ensure a continuous improvement cycle and demonstrate evidence-informed decision-making, stakeholder engagement, learning and capacity building were limited due to restrictions imposed because of the pandemic.

Areas for Refinement:

- The percentage of teachers, parents and students satisfied with the overall quality of basic education has declined
- The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning decreased
- Advance use of the Sustained Conceptual Learning for Depth and Transfer Planning Guide through ongoing learning opportunities to support teachers with planning for deep and transfer learning in any learning environment for optimum student success.
- Support teachers with foundational learning in preparation for a new Alberta curriculum

Literacy and Numeracy			

Literacy

Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	Listening *71%*	Vocabulary *59%*	Comprehension *59%*	
Overall Achievement	Excellent	GOOD	GOOD	

Numeracy & Mathematics			

Performance Measures % of students at or above grade level (Grades 2 – 10) MIPI Assessment	Number G6-45% G7-15% G8-42% Avg-34%	Patterns & Relations G6- 68% G7-3% G8-56% Avg-42%	Shape & Space G6- 77% G7- 31% G8- 64% Avg- 57%	Statistics & Probability G6-54% G7- 25% G8-45% Avg- 41%	
Overall Achievement	ISSUE	ISSUE	ACCEPTABLE	ISSUE	

**Evidence:** *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

- Improvement in literacy skills in all grades as shown in GRADE Assessment Comparison of September Pretest to June Post Test (See below)
- Math Intervention Pilot Project showed increase in student basic facts accuracy and speed
  - increased accuracy (average 17% increase) and speed (average 52 seconds faster) in pre and post-test on 1-6 times table
  - showed an increase in accuracy (average 13% increase) but decrease in speed (15 seconds longer) in 2-9 times table and fewer answers left blank
- Universal intervention to address low results on Fractions questions led to an increase on MIPI outcomes related to fractions, number lines and all their equivalencies (Fraction a Day)

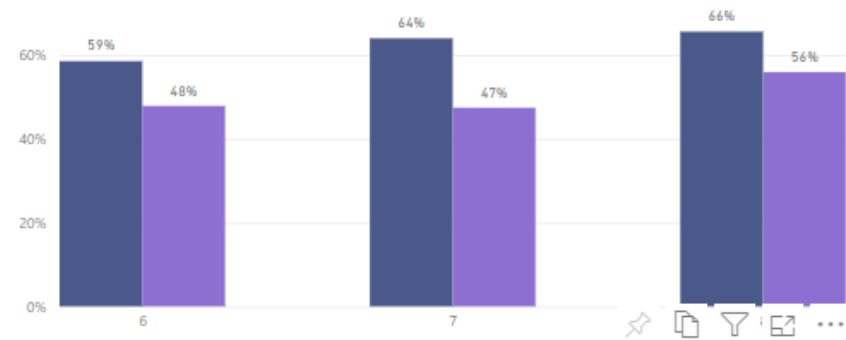**GRADE Assessment Comparison Sept 2020 – June 2021**

At or above Norm for Listening Comprehension

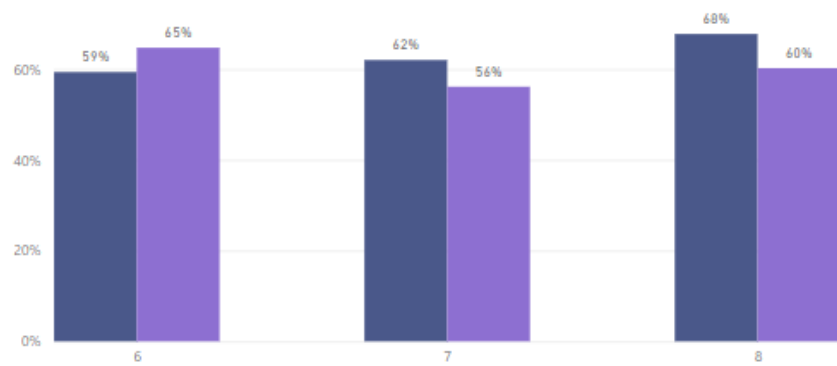Timeframe ● April 2021 - June 2021 ● Sept - Nov 2020

Grade	April 2021 - June 2021	Sept - Nov 2020
6	75%	69%
7	63%	52%
8	80%	69%
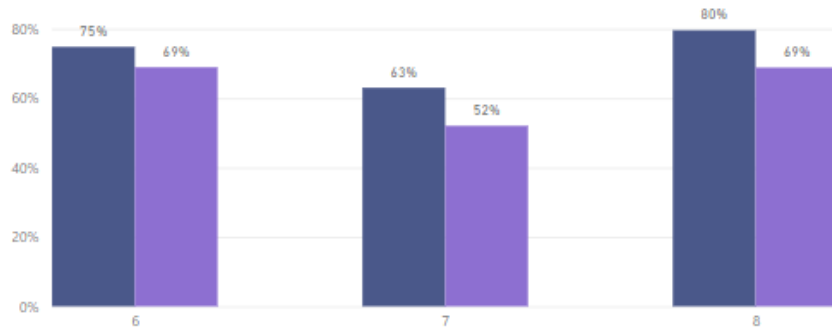
At or above Grade Level for Comprehension

Timeframe ● April 2021 - June 2021 ● Sept - Nov 2020

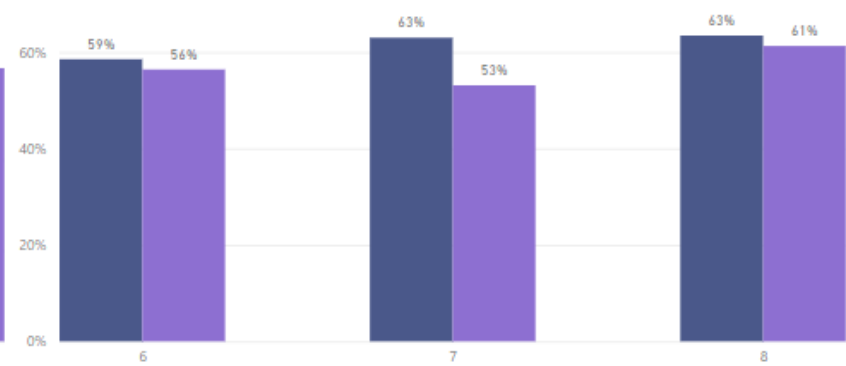| Grade	April 2021 - June 2021	Sept - Nov 2020
6	59%	48%
7	64%	47%
8	66%	56%

At or above Grade Level in Vocabulary

Timeframe ● April 2021 - June 2021 ● Sept - Nov 2020

Grade	April 2021 - June 2021	Sept - Nov 2020
6	59%	65%
7	62%	56%
8	68%	60%

At or above Grade Level Total

Timeframe ● April 2021 - June 2021 ● Sept - Nov 2020

Grade	April 2021 - June 2021	Sept - Nov 2020
6	59%	56%
7	63%	53%
8	63%	61%

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

Impact and effectiveness of strategies implemented.

Areas of Strength

- Students are successful through consistent & cohesive quality literacy and numeracy instruction, assessment and intervention using evidence-based practices.
- Students achieve learning outcomes, demonstrating strengths in literacy, numeracy, and competency development.
- Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts and situations.

Areas of Refinement:

- Advance the use and consistent application of grade level **assessments** in literacy and numeracy to inform teacher practice and support student growth and achievement.
- Advance use of high-yield principles and practices within **literacy and numeracy** that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Math PLC identified Gr 7 & 8 number sense as area of growth and that students' confidence in Math is low
- Numeracy is an area of concern especially in Grade 7

First Nations, Métis and Inuit Student Success

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

Evidence of principles and practices that tell the story of student growth and achievement as well as excellence in teaching, learning and leadership include:

- Grade 6 FI Students wrote and recorded a Land Acknowledgement for our school website
- Land Acknowledgement is in our daily announcements, included in celebrations such as Grade 8 Farewell, Remembrance Day Assembly, as well as in our PD Agendas
- Participation in lessons leading up to Orange Shirt Day

- The discovery of children's remains at several sites of formal residential schools brought our school together; we gathered outside, and students placed shoes around our playground to honour the memories of the children found in unmarked graves.

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

Impact and effectiveness of strategies implemented.

Areas of Strength

- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- The school community applies resources needed to support First Nations, Métis, and Inuit student success.

Areas for Refinement

- Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of **Indigenous worldviews** for optimum student success.
- Continue to develop staff capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.

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 results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth 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*	• 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, 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.

- Creating a School Leadership Team that will co-create Professional Learning Days, PLTs, and help lead our learning for the year.
- Continue to strengthen a culture of learning through supporting and enhancing collaborative inquiry using PLC Structures
- Focus on alignment of learning outcomes, common assessments, Interventions and PD within our PLC Structures
- Engage in continuous improvement in literacy and numeracy teaching practices
- Identify and support student needs through evidence based and action focused Collaborative Team Meetings
- Restructure interventions such as LLI and COLT time interventions due to COVID 19 restrictions
- Build capacity of staff to provide interventions within the regular class time and study block (ex. Fraction a Day, Pre & Post-tests)
- Continue to build staff capacity with complex student profiles and instructional strategies
- Whole school focus on ensuring effective use and access to On-line learning students are better prepared when they are working from home

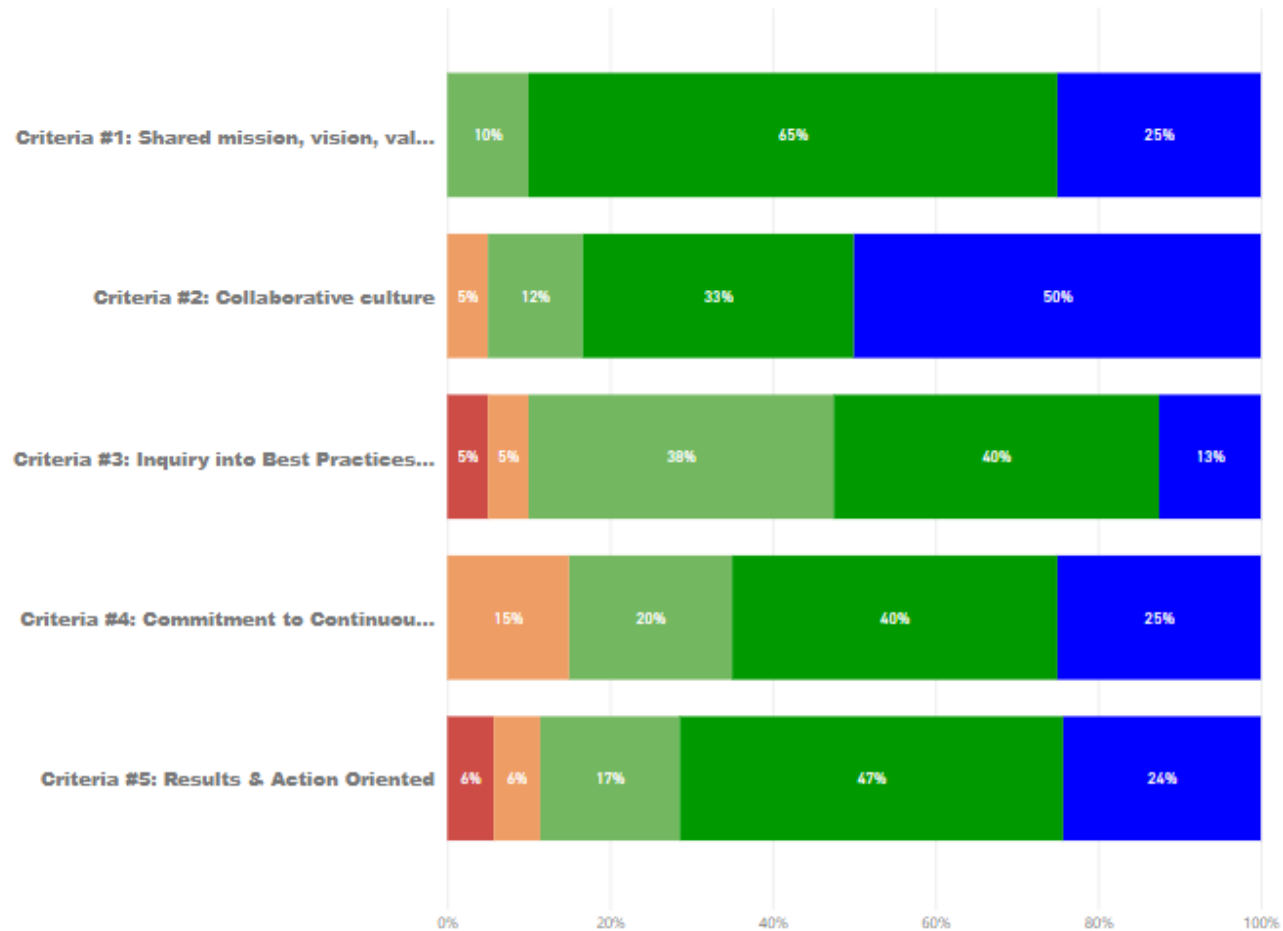| Teaching, Learning and Leadership Results Analysis						
Performance Measures % of teachers who agree	**Shared Vision, Mission & Values**	**Collaborative Culture**	**Collective Inquiry and Reflective Practice**	**Commitment to Continuous Improvement**	**Results & Action Oriented**	**In-service jurisdiction needs**
Overall Achievement	See below	See below	See below	See below	See below	*See below*
Evidence: *Provincial and Local Measures* *Provincial and local measures assessed progress on achieving outcomes.*						

Evidence of principles and practices that tell the story of student growth and achievement as well as excellence in teaching, learning and leadership include:

- Focus on improving PLC systems and structures resulted in increase in Teacher satisfaction in most areas as measured by FSD Professional Learning Community Survey

Learning Plan			
Date	Type	AM	PM
Sept 24	School Based	CTM #1 Anecdotal (Grade Level Trends)	PM IPGP, Assessment /PLC's
Sept 25	System	Learning for Deep Understanding Design Camp	cont'd
Oct 9	School Based	CTM #2 (Literacy, Numeracy, Wellness) - Written Assessment - GRADE Assessment - MIPI Math Assessment	IPGP, Assessment /PLC's
Oct 30	School Based	CTM #3 (Literacy, Numeracy, Wellness) 1. Review impact of Interventions (CTM #2) 2. Next Steps 3. SOSQ Data	IPGP, Assessment , PLC's
Nov 27	System	Collaborative Learning Series Day 1	Learning Teams/Specialist Groups
Dec 11	School Based	First Aid	First Aid cont'd
Jan 22	School Based	CTM #4 TBD	IPGP, Assessment,PLC's
April 30	System	Collaborative Learning Series Day 2	Learning Teams/Specialist Groups
May 21	System	AM Collaborative Learning Series Day 3	Learning Teams/Specialist Groups
June 4	School Based	Transition Meetings	Transition Meetings

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...	10%	65%	25%	
Criteria #2: Collaborative culture	5%	12%	33%	50%
Criteria #3: Inquiry into Best Practices...	5% 5%	38%	40%	13%
Criteria #4: Commitment to Continuou...	15%	20%	40%	25%
Criteria #5: Results & Action Oriented	6% 6%	17%	47%	24%

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

- Online Learning provided an opportunity for teachers to find new ways to engage students Hoover goes outside

- Increased confidence in design and implementation of Professional Learning focus - Conceptual Understanding and Transfer for Learning – as indicated in Senator Riley PL Survey

Principle 1: Students form conceptual relationships: Designing learning that enables students to see patterns, connections and generalizations at a conceptual level as they relate the topic to the broader study. Design includes the exploration of outcomes through the lens of enduring understandings and knowledge and skills. Teacher design plans include practices that make thinking visible, support students with critical and creative thinking, collaboration, and the application of disciplinary literacy and numeracy.

15 responses

- I am a seed: I am at the beginning stages understanding what it means to organize learning through concepts
- I am a sprout: I have started to design for student learning using concept based learning stratgies
- I am a tree: I have evidence I could share of concept based learning plans

20%
66.7%
13.3%

Principle 2: Students are agents of their own learning: Students are active members of their own learning because of the way learning is designed. Learning includes practices that support students to interact with success criteria to set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. Because of the learning plan, students have the tools, knowledge and skills, and dispositions to be actively driving their learning forward.

15 responses

- I am a seed: I am at the beginning stages of understanding the practices that develop student agency
- I am a sprout: I have begun to mplementtools like My Blueprint, Guides to Success, Critical Challenges and Thoughtbooks to develop student agancy
- I am a tree: I routinely use tools to develop student agency and have evidence of this in my deign plans

26.7%
60%
13.3%

Principle 3: Students are allowed to live with complex problems over time: Students are presented with rich, driving learning tasks at the beginning of a learning unit and they interact with this problem as they gather the knowledge, skills and understandings to solve it through iterative learning cycles. Tools like Learning Launches, Design thinking and Problem-Based Learning are foundational in teacher planning.

15 responses
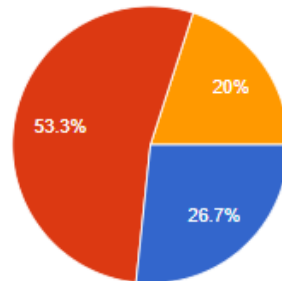
- ● I am a seed: I am at the beginning of developing understanding of the tools to use to develop complex problems that drive learning.
- ● I am a sprout: I have started to design learning that begins with a rich problem to solve and includes iterative learning cycles to support students in solving t…
- ● I am a tree: I have been using rich, driving, learning tasks at the beginning of a learning unit and then designing l…

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.

	Senator Riley School						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	15	81.8	15	84.8	15	87.9	32,263	84.6	33,089	84.8	33,420	85.1
Teacher	15	81.8	15	84.8	15	87.9	32,263	84.6	33,089	84.8	33,420	85.1
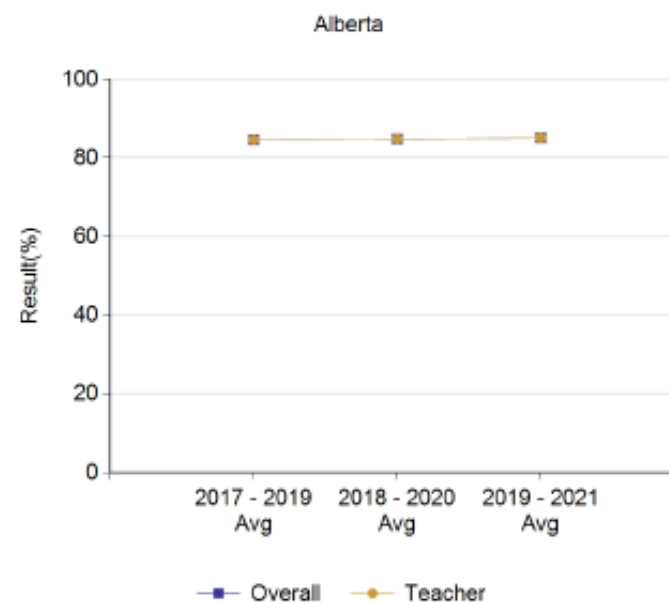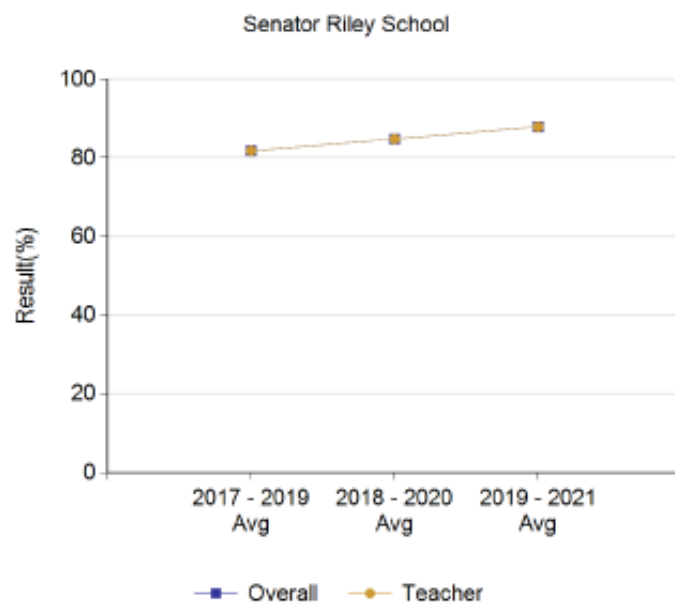
Senator Riley School

Alberta

Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*
Impact and effectiveness of strategies implemented.

Areas of Strength:
- Focus on improving PLC systems and structures resulted in increase in Teacher Satisfaction measured by **FSD Professional Learning Community Survey** despite limitations of COVID 19 restrictions
- Students are successful through consistent & cohesive quality **literacy and numeracy instruction, assessment and intervention** using evidence-based practices.

Areas of Refinement:
- Engage in professional learning with 3 other schools in our system during the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance understanding of how to plan for deep, transferable learning for student success.
- Advance optimal student learning through the development of collective instructional efficacy to coach for deep and transfer learning by providing professional learning for our teachers
- Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.
- Develop a learning plan to support teachers with a new Alberta curriculum.

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		**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 Advance system-wide evidence-based continuous improvement cycles	**Strategic Plan** Continuous Improvement Cycles	**Goal 3** Advance system-wide approach to positive mental health, wellness and well-being	**Strategic Plan** Positive Mental Health, Wellness and Well-being	**Goal 3** Advance system-wide First Nations, Métis and Inuit student success	**Strategic Plan** 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