



Avondale School

Principal: Tracey Thiemann

Annual Education Results Report

2023-2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**AVONDALE
School**

www.gppsd.ab.ca/school/avondale

   **GPPSD2357**

Avondale School

Fall 2024 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Avondale School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	88.4	79.3	82.4	83.7	84.4	84.8
	Citizenship	84.2	87.9	83.4	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	50.0	71.4	71.4	68.5	66.2	66.2
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	
Teaching & Leading	Education Quality	95.9	94.7	95.2	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	89.5	87.8	84.0	84.7	85.4
	Access to Supports and Services	94.3	90.7	84.8	79.9	80.6	81.1
Governance	Parental Involvement	92.1	82.7	83.1	79.5	79.1	78.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure	Avondale School				
			2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	89.4	85.4	79.3	88.4	
	Citizenship	75.2	78.1	78.8	87.9	84.2	
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	
	PAT6: Acceptable	n/a	n/a	69.2	71.4	50	
	PAT6: Excellence	n/a	n/a	21.2	0	0	
	PAT9: Acceptable				n/a	n/a	
	PAT9: Excellence				n/a	n/a	
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89	97.2	95.7	94.7	95.9	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	82.8	86.1	89.5	87.2	
	Access to Supports and Services	n/a	79.1	78.8	90.7	94.3	
Governance	Parental Involvement	80.3	81.3	83.5	82.7	92.1	



Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority: Inclusion

Outcome: Increased engagement from all stakeholders is essential to the success of our school community and the high achievement of our students.

Outcome: Students who are able to self-regulate and have their social-emotional needs met will achieve to their highest potential.

Evidence:

Table 1 – Division Assurance Survey						
Percentage of parents, students and staff agree that	Parents		Students		Staff	
	AV	GPPSD	AV	GPPSD	AV	GPPSD
Students are prepared socially and emotionally to complete high school						
2021	98	94	95	89	100	92
2022	100	95	92	87	93	88
2023	96	92	92	87	100	87
2024	97	91	95	87	84	86
Students are engaged in learning						
2021	96	90	90	83	99	91
2022	97	91	89	81	97	91
2023	95	90	93	82	99	93
2024	95	87	92	82	91	93
Students are engaged at school						
2021	98	95	91	85	98	92
2022	99	95	90	83	98	92
2023	96	93	95	84	99	92
2024	97	91	94	84	90	92
There are opportunities to collaborate and be involved in decision making						
2021	95	87	86	77	97	86
2022	99	88	81	73	97	88
2023	95	87	94	76	95	91
2024	98	84	92	76	89	90

Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported							
	2021	98	95	90	82	99	94
	2022	99	95	89	79	99	93
	2023	96	93	95	81	100	93
	2024	97	92	91	81	98	93

Table 2 – School Attendance Data						
Student Attendance	AV			GPPSD		
	All	FNMI	ELL	All	FNMI	ELL
2023-2024	83	72.6	90	86	80	88
2022-2023	86	75	91	86	81	88
2021-2022	81	69	90	84	78	87
2020-2021	86	68	93	89	83	90
2019-2020	92	88	91	93	90	93
2018-2019	87	79	91	89	83	90

** Directed Absences due to COVID-19 are not included in the 2021 absence count

Table 3 – Provincial Assurance Survey												
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.												
	AV				GPPSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	89	85	80	88.4	86	84.94	82	82	86	85	84	84
Parent	100	91	87	100.0	93	86	84	84	89	89	87	87
Student	68	65	62	65.3	70	70	68	69	72	71	71	69
Teacher	100	100	90	100	96	96	94	94	96	96	95	95

Table 4 – Provincial Assurance Survey															
Percentage of teachers, parents and students are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology, and health and physical education.															
	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	81	78	92	84	93.6	84	80	82	81	81	82	82	83	83	83
Parent	80	89	96	72	88.5	83	82	82	79	77	80	82	82	82	82
Student	n/a	n/a	n/a	n/a	n/a	79	76	78	77	79	78	75	77	77	77
Teacher	85	67	87	95	98.8	91	84	86	88	86	89	89	89	89	89

Table 5 – School Council Attendance (Parents) – Year to Year Comparison				
Number of parents who attended the meetings of the Avondale School Council, in addition to administration, the teacher representative, and the representative school board trustee.				
Month	2021-22	2022-2023	2023-2024	2024-2025
September	n/a	10	8	11
October	10	8	16	6
November	7	8	14	6
January	7	9	5	
February		8	5	
March		8	6	
April		8	2	
May		4	3	
June		8	4	

Table 6 – Provincial Assurance Survey												
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.												
	AV				GPPSD				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	83	86	97	87.2	87	82	82	82	88	86	85	84
Parent	83	93	96	85.9	88	81	85	82	88	87	86	85
Student	68	75	95	79.7	77	75	74	73	80	78	77	75
Teacher	97	90	100	96.1	95	91	91	90	95	94	92	92

Discussion:

Enhancing our students' academic performance depends on the active involvement of all educational stakeholders, including parents, students, and teachers. We prioritize delivering high-quality instructional practices that address the diverse needs of each student. To evaluate our progress and identify areas for improvement, we utilize tools such as division and provincial assurance surveys, track student attendance, and assess parent participation in the school council. These metrics provide important insights into the effectiveness of our educational practices and guide our continuous improvement efforts.

The division and provincial assurance surveys provide valuable insights into student and parent engagement at our school. The Division Assurance Survey shows that a high number of parents believe their student is engaged at school, with the percentage increasing and scoring above the division. Students also show a high level of engagement from year to year. (see Table 1). This year there was a decline in the percentage of staff that feel that students are engaged in their learning. When examining staff roles separately, teachers showed an increase in level of student engagement, while

educational assistants reported lower percentages. This overall discrepancy contributed to a decline in the measure of student engagement by staff as a whole. To address this, we plan to meet regularly with our educational assistants to gather feedback, seek understanding, and offer professional development opportunities.

This year, we have established a student council to allow greater student input into our school. We are beginning with representatives in grades 4-6 and will include Grade 3 representatives in the spring.

The establishment of learning environments that are welcoming, caring, respectful, and safe, are foundational for student learning and engagement. Avondale staff, students, and parents all continue to report high values, all over 90%. We continued to support and build our school culture by hosting Elder Darlene's weekly lessons. Student achievement and behavior are highlighted daily by our Dragon Scales program. Monthly assemblies to recognize our students' contributions to our school culture with our Sacred Teaching awards and with our Dragon Scale winners underscore our values of community at Avondale. Additionally, we celebrate both student and staff birthdays daily with birthday cards and small gifts. This year, with the assistance of student council, we also highlighting the many countries that our staff and students originate from as well as the diverse range of cultural celebrations and traditions.

As an administration team, we have worked to connect with families outside in the mornings and after school during supervision and have intentionally scheduled check-ins with families that are new to our school. We have also made a significant effort to reach out to parents with good news about their children's progress. In addition, we have put a great emphasis on establishing strength-based behavior support plans and involving parents in their development and implementation.

We continue to work with parents as collaborative partners in developing IPP documents. Teachers work closely with parents and school support staff to develop and implement Individualized Program Plans (IPPs). These comprehensive plans demonstrate teachers' deep understanding of their students and outline tailored strategies to address individual needs. Parental confidence in the IPP process and the capacity of Avondale staff to support their children is evident (Table 4). This year we have formalized the process of IPP development with staff and provided professional development to staff to assist them in their work with families in the development of IPP's.

Moving forward, we are committed to maintaining a high level of transparent communication with parents through our social media platforms, school messenger, school council meetings, monthly newsletters, classroom updates, information evenings, and parent-teacher interviews.

A high percentage of parents continue to report having opportunities to collaborate and participate in decision-making. This reflects our increased communication and openness to dialogue, facilitated by regular updates from the office, monthly newsletters, and consistent teacher interactions, as well as a visible staff presence before and after school as part of our enhanced supervision schedule.

In our effort to strengthen relationships and connections, we provide a variety of extracurricular activities, such as sports, the Green Club, and the Orff Club. We have continued with Passion Clubs by conducting surveys to gauge student interests, leading to the formation of clubs focused on coding,

meditation, choir, and beading. These initiatives contribute to creating a more inclusive and engaging school environment.

We have seen some individual success stories in improving attendance; however, we continue to work on increasing overall attendance numbers (see Table 2). Collaborating with our Indigenous Liaison Support Worker, we aim to identify and eliminate barriers affecting many families. We have developed a progressive attendance plan to ensure timely attention to student absences and provide resources to support students and families facing challenges. This year we have seen an increase in attendance by connecting with our new families, sharing monthly attendance data with all staff, and working with our families to provide support to assist them in coming to school. The administration has made attendance one of its priority areas.

Transportation has also emerged as a barrier for some students in getting to school. We have partnered with the division's bussing services to offer transportation for the area near the college at a monthly rate.

Our school council has continued to show strong attendance from parents for the 2023-2024 school year. This rise can be partly attributed to our hybrid meeting format, allowing both in-person and online via TEAMS. We continue to invite parents and guardians via email the week of the meeting, post announcements on social media, our website and include meeting details in the school newsletter. The administration continues to connect with parents while on supervision to invite parents and explain the role of the Parent Council. Our parent council has been active in advocating for our students, and we appreciate all their efforts.

Priority: Teaching and Learning

Outcome: Quality teacher/staff collaborative practice and reflection will lead to improved student achievement.

Outcome: Effective differentiation provides the structure for teachers to ensure students can achieve to their highest potential.

Evidence:

Table 1 – Division Assurance Survey			
Percentage of teachers agree that		AV	GPPSD
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement			
	2021	100	89
	2022	100	94
	2023	100	94
	2024	100	93
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions			
	2021	100	90
	2022	100	94
	2023	100	96
	2024	100	90
Administration provides feedback to staff on instructional practices using multiple strategies			
	2021	100	86
	2022	100	91
	2023	100	92
	2024	100	91

Table 2 – Provincial Assurance Survey															
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.															
	AV					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Teacher	54	97	82	97	94	84	78	79	85	82	85	85	84	82	81

Table 3 – Division Assurance Survey						
Percentage of parents, students and staff agree that	Parents		Students		Staff	
	AV	GPPSD	AV	GPPSD	AV	GPPSD
There are high expectations for student achievement						
2021	93	93	92	90	100	93
2022	100	94	89	89	95	90
2023	95	90	96	90	100	89
2024	97	90	100	90	85	88
They are satisfied with Teaching & Learning						
2021	96	92	93	87	100	93
2022	99	93	91	85	97	91
2023	95	90	94	86	100	91
2024	95	89	95	86	89	91
They are satisfied with the quality of education						
2021	97	93	95	89	100	92
2022	100	94	92	87	97	91
2023	96	91	95	88	100	91
2024	95	90	95	87	89	90

Table 4 – Division Assurance Survey			
Percentage of parents agree that	Parents		
	AV	GPPSD	
They have an opportunity to participate in the development of IPP/IBSP			
2021	100	86	
2022	100	87	
2023	91	85	
2024	88	78	
They are satisfied with the quality of supports for students			
2021	95	82	
2022	96	83	
2023	91	80	
2024	92	72	
They are satisfied with the access to supports for students			
2021	95	80	
2022	96	82	

	2023	91	80
	2024	88	72
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP			
	2021	95	84
	2022	96	85
	2023	91	84
	2024	92	73
They are satisfied with the staff's ability to meet the medical, behavioural and/or social/emotional needs of students			
	2021	95	88
	2022	100	87
	2023	96	88
	2024	92	75

Table 5 – Provincial Assurance Survey

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.															
	AV					GPPSD					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	45	89	83	81	86	72	82	78	77	75	72.3	82	81	80	80
Parent	25	92	94	69	79	64	76	72	68	66	64.6	75	75	73	73
Teacher	65	87	71	92	94	79	89	83	86	84	80.6	89	87	87	87

Table 6 – Division Assurance Survey

Percentage of teachers agree that	Teachers		
	AV	GPPSD	
The school uses consistent practices and structures to support diverse needs of students			
	2021	100	93
	2022	100	95
	2023	100	92
	2024	100	91
Students are able to access programs and support to experience success with their learning			
	2021	100	89
	2022	100	89
	2023	100	91
	2024	100	91
They have access to supports to effectively teach students with unique learning needs			

	2021	100	85
	2022	100	87
	2023	100	88
	2024	100	89
Staff use a consistent approach to support the social/emotional learning needs of students			
	2021	100	93
	2022	100	91
	2023	100	92
	2024	100	91
Students can get help with problems that are not related to academics at school			
	2021	93	83
	2022	95	83
	2023	100	89
	2024	100	93

Table 7 – Provincial Assurance Survey

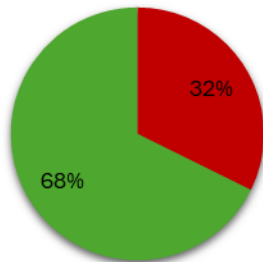
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School				Authority				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	79.1	79	91	94	79	77	78	77	83	82	81	80
Parent	85.7	87	94	97	79	71	72	69	79	77	76	75
Student	77.6	78	88	86	80	81	80	80	80	80	80	79
Teacher	74.0	71	90	100	77	80	81	82	89	87	86	86

Table 8 – MIPI Numeracy Assessment Grade 2-6 September

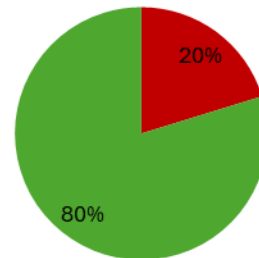
	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	At	Below	At	Below	At	Below
September 2022	14%	86%	7%	93%	4%	96%
January 2023	44%	56%	30%	70%	35%	65%

Grade 1-3 Literacy
Intervention
Pre-Intervention 23-24



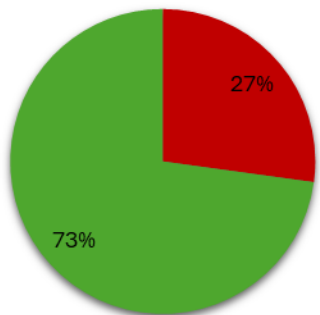
■ At risk ■ At or above grade level

Grade 1-3 Literacy
Intervention
Post Intervention 23-24



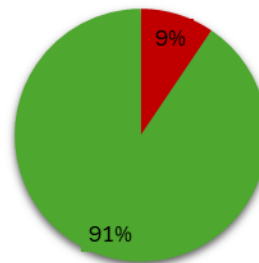
■ At risk ■ At or above grade level

Grade 1-3 Numeracy
Intervention
Sept Assessment 23-24



■ At risk ■ At or above grade level

Grade 1-3 Numeracy
Intervention
January Assessment 23-24



■ At risk ■ At or above grade level

Table 9 – F&P Reading Assessment

Percentage of students who increased >2 levels

Year	All Students	Indigenous Students	English Language Learner Students
2023-2024	51	55	46
2022-2023	55	47	50
2021-2022	63.4	55	76
2020-2021	67.6	47	61

Discussion:

At the end of this School plan cycle, we are confident that we have been successful in meeting Outcome 1, to create a supportive structure where teachers can collaborate, and engage in reflective practice to drive continuous improvement. The feedback from teachers as seen in Tables 1 and 2 is impressive. In all the measures reflecting professional learning structures and support, teachers have expressed satisfaction with both the use of this collaborative time and its outcomes at 100%.

Our Professional Learning Days are intentionally structured yet flexible, allowing us to adapt to the changing needs of students. In the 2022-2023 academic year, teachers focused on Social Emotional Learning and short-term planning to better address student needs. During the 2023-2024, the focus remained on enhancing student achievement through careful lesson planning, assessment, and instruction tailored to the specific needs of their classrooms. There was a designated time dedicated to supporting Social Emotional Learning, through our work with the Third Path In addition. Planning time between Educational Assistants and teachers was also incorporated into the Professional Learning Friday. The need for this planning time was also a theme in the Thought Exchange from 2024.

This year, we are expanding on differentiation to a broader approach to responsive planning. This method includes planning, differentiation, and quality teaching practices, encouraging educators to adapt to the ever-changing dynamics in the classroom. By being responsive to students' learning styles, cultural backgrounds, and social-emotional needs, we hope to foster a more inclusive and engaging learning environment for everyone. We have expanded our collaboration work this year to include the staff at Swanavon School.

To support the success of all students, maintaining high expectations for all students is key. Data from the Division Assurance Survey (Table 3) for Avondale reveals that parents, students, and staff have confidence in the school's personnel to uphold these high standards with an increase in the parent and student values. There was a decrease in measure in the staff with a discrepancy between teachers and Educational Assistants of 25%. As noted in the previous section, continued work with our Educational Assistants will be a focus of the upcoming year.

The second outcome in the priority of Teaching and Learning was to provide effective differentiation to meet student needs. As evidence of successful differentiation, teachers collectively agree that our school has established effective practices and structures to support the diverse learning needs of our students. As indicated in (Table 6), the teachers have consistently given 100% over the last four years. This result is supported by Table 7 which shows that in 2023-2024 there continued to be an increase to 94% percent of teachers, students, and parents expressed satisfaction with the support available for students. This continues to exceed the provincial measure by 14%. At Avondale, we consistently ensure that students who require support are receiving them.

Our ability to differentiate for students will be reflected in academic measures such as the MIPI (math assessment) and the F&P (reading assessment).

The MIPI results from September 2022 indicated that many students lacked skills from the previous year's curriculum, highlighting a gap in numeracy that we aimed to close. Staff have worked to analyze these results and adapt our teaching accordingly during our responsive planning sessions. Our goal has

been to bridge this gap. After the change in curriculum and assessment from the MIPI to the EICS, in the year-to-year results for each grade from 2023-2024, there has been considerable improvement, and we are confident that our work will continue to drive improvement.

Data from our Numeracy Intervention from September to June revealed considerable progress: the percentage of students performing above grade level rose from 73% in September to 91% by June, while the number of students at risk decreased from 27% to 9%. This data also indicates that the intervention strategies are also being supported in the classroom; in the beginning of 2022, 62% of students were meeting grade-level expectations.

Our literacy intervention data also shows notable improvement, with 68% of students performing above average in September, increasing to 80% by June. Additionally, the percentage of students at risk dropped from 32% to 20%. Similar to the Numeracy results, fewer students in September are at risk due to both the intervention and the reinforcement of these skills in the classroom with differentiation and small group instruction.

The F&P results indicate that 51% of students have advanced by two or more reading levels over the past two years, which is slightly lower than in previous years. Our commitment to building consistency with our literacy structures and aligning them to best practices will continue to support this growth.

By examining the F&P data by Grade it appears that the growth Grades 4-6 slows, from 70% of students in Grade 4 to 50% in Grade 5 and 43% in Grade 6. Due to the nature of the F&P scale, this lack of growth could be misleading as the Grade level gradient in these areas are smaller with an expected growth in Grade's 5/6 as compared to in Grade 4. Nevertheless, with the percentage of students below grade level our goals would be for greater growth than two levels on the F&P scale. Looking ahead we will work to expand on our instructional strategies to target these students in Grade 4-6.

This year our work on the DIBELS pilot project has provided additional tools to provide more strategic support to our students with greater specificity than the teachers had previously. This combined with the work we have done as a staff in responsive planning and the development of our classroom profiles allows for greater targeted in building multiple small learning groups.

One area of need from this data as well as the PAT data, is has been clear that intensive EAL support in the classroom and through intervention is also critical in supporting the development of literacy skills. For our grade 4-6 English as an Additional Language (EAL) and Indigenous students, specialized support is provided by a dedicated 1.0 FTE Educational Assistant. Encouragingly, we've seen improvements in both reading and writing skills. Our intervention Educational Assistants collaborate regularly with classroom teachers and Learning Support Teachers to ensure skills learned in interventions are effectively transferred to the classroom. Most of these strategies include vocabulary support and comprehension tools.

Moving into next year, and working with our responsive planning model, we will solidify our use of all aspects of the Optimum Learning framework to the forefront and focus on responsive strategies to support individual student needs and ensure high-quality instruction for all students.