

School Annual Education Results Report 2021-22

Big Rock School

Our 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, areas for growth and next steps. 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 priority of engagement, support, and success for each learner.

[School Education Plan](#)

[School Website](#)

School Land Acknowledgement

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

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

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

Providing Assurance

Our 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. Engaging with

our stakeholders on an ongoing basis has been critical in the development and implementation of our Education Plan and Annual Education Results Report. Our FSD strategic Planning Process is outlined in FSD [Administrative Procedure \(AP\) 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) , [AP 102: School Annual Education Plan Results Report](#) and [AP 118: Annual Assurance Actions](#).

About Our School

Big Rock is a JK – 6 elementary school situated at the West End of Okotoks. Our population is approximately 350 students. We also support a multi-aged Montessori program. Our Mission Statement “The right thing, at the right time for the right reason” is the frame we use to conduct our decisions about our learning community. The impact of our decisions are designed to engage, support, and facilitate success for all learners. At Big Rock School, we strive to provide a safe and nurturing learning environment that promotes growth for everyone. Our Big Rock Code of Conduct was developed through an iterative process requiring the opinions and values of our students, staff, and parents. This guides the behavior of all those who enter our doors. Our staff is committed to providing opportunities that encourage everyone’s journey forward in our three “Big Rock” domains: Social Emotional Learning, Literacy and Numeracy. As students leave our elementary school and transfer into Grade 7, we are confident that we have provided an optimal learning environment in which they have had opportunities designed to read, write, play with numbers and most importantly be a kind, caring human being.

A Year in Review

Highlights and Accomplishments

Once again, the 2021-2022 school year was atypical as we navigated the ongoing COVID-19 pandemic. Another year of turning challenges into opportunity.

Through this, we were reminded of what is truly important in education. First and foremost, a focus on health and safety for students, staff and families. Second, a strong focus on literacy, numeracy, and social emotional learning; in short, at Big Rock we are good human beings that love to read, write and play with numbers.

Resilience continues to be a key factor in the culture at Big Rock. We continued to make the most of less than desirable situations throughout the year. What was most important is being together as a school community. To sum up the year in one statement:

“Everything is figure-out-able!”

Trends and Challenges

- Ongoing work to address learning gaps and the reality that each classroom is much more diverse than a typical classroom prior to COVID
- As we move forward, healthy and re-integration of practices that we haven’t been able to do and introducing new opportunities for our community to engage and support each other.

Alberta Education Assurance Measures Report Summary

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal. We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.



Engagement

At Big Rock, engagement remained a priority despite the challenges posed by the ongoing COVID-19 pandemic. We were able to continue engaging with stakeholders using alternatives to in-person strategies. There was also an enhancement in student-student and student-staff engagement as a result of having more flexibility with in-person activities within the school. In-person staff meetings and professional learning also had a positive impact on the quality of staff communication, learning, and well-being. However, we continued to face difficulties effectively engaging with the larger community due to ongoing restrictions, which made it difficult to strengthen or enhance these relationships.

Despite these challenges, Big Rock focused on meeting students where they were at in their learning and abilities. We were able to get students back on track by focusing on the fundamentals of literacy and numeracy. Targeted intervention with younger students was crucial in getting students' back on track again with their learning. Although there were still many restrictions, students were given the opportunity to engage with each other in more formal and informal ways, which was beneficial for them.

Engagement in terms of direct parental involvement was still very difficult this year. The school made the most of involving parents in a virtual space, but it was difficult to truly engage with parents long term in a virtual setting. Additionally, there was an adjustment as guidelines continued to relax, and many of the social emotional tools for effective interpersonal relationships had to be re-learned.

As Big Rock looks to the 2022-2023 school year, safely and purposefully engaging with all stakeholders will be a priority to optimize student learning. This includes engaging students in meaningful learning activities that were not possible or available over the past two years. Engaging parents more directly, inviting them back to directly participate in meaningful ways within the walls of the school will be a priority. Finally, it will be important to re-engage students in meaningful co-curricular and extra-curricular activities, as well engaging the larger community through field trips, guest speaking and other partnerships.

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • governance aligns with and is responsive to the needs and expectations of the learning community. • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. • communication provides assurance. 	<ul style="list-style-type: none"> • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division. • Stakeholder engagement informed decision making and education plans.

Measures and Targets

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

Provincial

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

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
 - What stakeholders were involved?
 - How were they engaged?
 - How results and related information were shared?
 - What actions were taken based on input provided?
 - How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: Students Matter	Good
Staff Engagement: Connection and Well-Being Committee Maximizing opportunities for safe, in person activities	Good
Parent Engagement: Purposefully embed engagement components into in-person school events as we reintroduce these activities. Engagement of parents through school council meetings and activities to guide development of the Education Plan.	Good
Community Engagement: Re-establish partnerships with community organizations that have been on hold for the past 16 months (user groups, town presentations, lemonade day, community field trips...)	Good
Communications: Revisit Communication Strategy from 5 years ago – Right thing, right time, right reason for communication	Good

Areas of Strength:

- We were able to effectively continue to engage with stakeholders using alternatives to in-person strategies developed through COVID.
- Having more latitude with in-person activities within the school definitely enhanced student-student and student-staff engagement.
- The ability to have in-person staff meetings and professional learning was also beneficial to the quality of staff communication and learning.
- In person school council was also a nice reintroduction to allowing out larger community into the school.

Areas for Growth:

- We were not able to engage with our larger community stakeholders as much as possible due to ongoing restrictions. This made it difficult to strengthen or enhance these relationships as much as we would like.
- By the end of the school year there was frustration amongst stakeholders towards the limitations to effectively engage in person throughout the school year.

Next Steps:

- Set the 2022-23 school year up to have in-person social and engagement (parent and community) opportunities in place for the start of the school year.
- Revisit and re-implement communication strategies that were common place prior to the pandemic.

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none">• Building relationships.• Engaging with education partners and stakeholders.• Creating and sustaining a culture of continuous improvement and collective responsibility.	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none">• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement.• 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.• Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.

Measures and Targets

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

Provincial

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

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **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.

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	89	80	88
2021-2022	94	83	81
Evaluation	Excellent	Excellent	Good

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5318 Big Rock School



Assurance Domain	Measure	Big Rock School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.9	76.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.4	79.7	85.8	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	91.4	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	88.8	94.8	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.3	87.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.3	79.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.2	79.5	90.5	78.8	79.5	81.5	Very High	Maintained	Excellent

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	90	86	95	87	80	70
Evaluation	Excellent	Excellent	Excellent	Excellent	Good	Good

Aggregate Summary

Foothills School Division Assurance Survey
 % of Parents with positive responses in each category excluding "Don't Know"

128

Results in Set

88% Program of Studies	78% Work Preparation	86% Citizenship	56% School Improvement	87% Welcoming, Caring, Respectful...
95% Quality of Education	76% Life Long Learning	90% Student Learning Engagement	70% Parental Involvement	80% Access to Supports

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Support classroom-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	good
Strategy 2: Support teachers in using the collection of artifacts to design and plan for student growth.	excellent
Strategy 3: Share the story of the school with our community and gather the voice of all stakeholders.	good

Areas of Strength:

- We did a phenomenal job starting the year meeting students where they were at, and moving forward from there. We started the year, with a number of gaps in learning and diverse learning needs that were exasperated by the previous year's learning interruptions. With a primary focus on safety and well-being, we met students at their current academic ability without judgment. By focusing on fundamentals of literacy and numeracy we were able to get students back on track. Having targeted intervention with our younger students was also crucial getting things back on track again with their learning.
- Although we still had many restrictions, it was amazing for students to have the opportunity to engage with each other in more formal and informal ways. While we kept with cohorts, students did have opportunities to interact a bit more between cohorts and have opportunities to re-engage with different students.

Areas for Growth:

- Engagement in terms of direct parental involvement was still very difficult this year. We made the most of involving parents in a virtual space, but it was difficult to truly engage with parents long term in a virtual setting.
- There was a definite adjustment as guidelines continued to relax. After a number of months of guidelines we needed to re-learn many of the social emotional tools for effective interpersonal relationships. In short, getting used to being in closer contact with each other and more different people.

Next Steps:

- As we look to the 2022-2023 school year, safely and purposefully engaging with all stakeholders will be a priority to optimize student learning:
 - Engaging students in meaningful learning activities that were not possible/available over the past two years
 - Engaging parents more directly, inviting them back to directly participate in meaningful ways withing the walls of the schools
 - Engaging students in meaningful co-curricular and extra-curricular activities
 - Engaging the larger community through field trips, guest speaking and other partnerships.

Support

At Big Rock, we have been able to maintain stakeholders' perceptions and attitudes towards supporting wellness and well-being within the school community. As a staff we have worked hard and made a focus on maintaining 'normalcy' throughout the school year. Driving this was regular communication on the well-being needs of the students by the Learning Coach, Educational Assistants, Family School Liaison Counselor, and administration. Despite this, the collective resilience of students, staff, and families was strained throughout the school year, and fatigue was also a factor that had negative impact wellness and well-being.

Our school takes pride in providing the best possible supports for children with the resources available to us. This is built on the above communication strategies to establish targeted supports to meet students' needs. A major focus of this work this has been on the social emotional and wellness needs of our staff and students. However, gaps in attendance of staff and students throughout the year stressed the ability to provide the best supports or make continuous progress with students.

To address these areas of growth, plans need to be in place for the 2022-2023 school year to monitor and ensure students, staff, and families are positioned to start the school year with the supports necessary to flourish. The focus of the start of the school year will be on wellness and well-being, with culture before curriculum during the opening days, and activities welcoming not just students, but families back to the new school year. Moving forward we will also be revisiting communication processes and practices to ensure continuity of supports are both timely and effective. Additionally, we recognize the need better understand how to develop resilience with staff and students, making resilience development a universal support.

Learning Supports Results Analysis

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p style="text-align: center;">Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p> <p style="text-align: center;">Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners access a robust continuum of supports. • Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change. • Students will build resilience and positive mental health skills. • Students will know the difference between and how to manage health stress and traumatic stress. 	<ul style="list-style-type: none"> • Improved wellness and wellbeing in students and staff. • All students and staff demonstrate understanding and respect for the uniqueness of all learners. • All learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. • Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities. • Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	89	80
2021-2022	91	81
Evaluation	Excellent	n/a

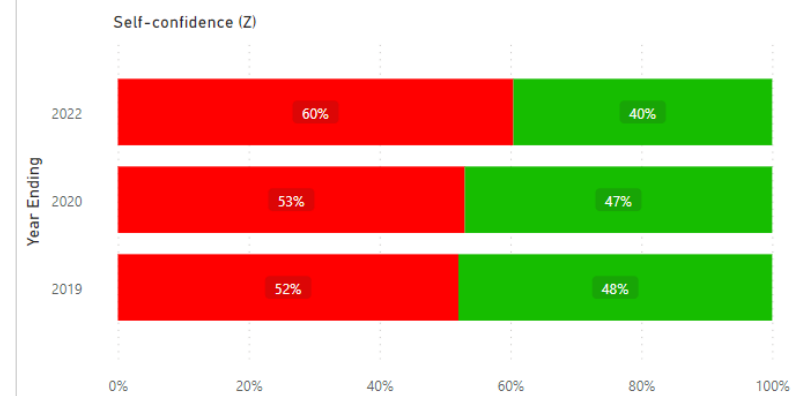
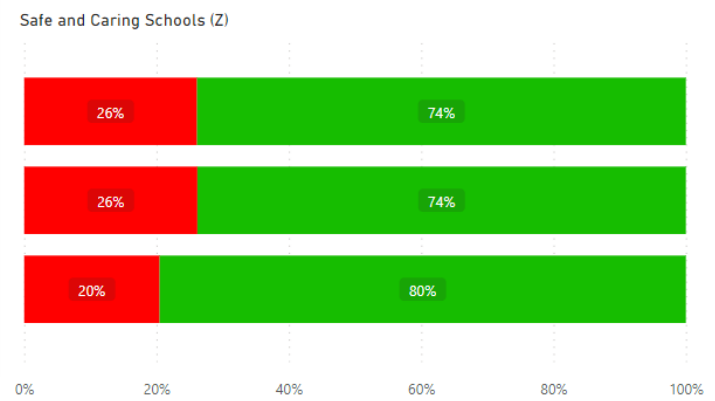
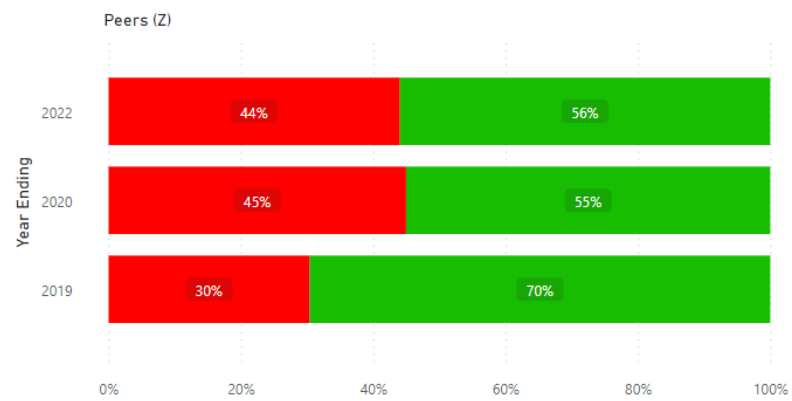
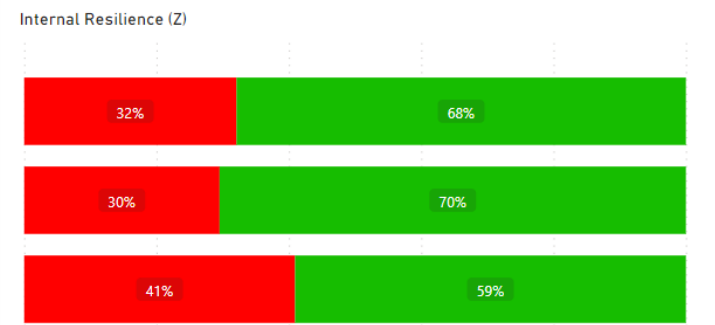
FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	80	53	48	59	70
2020-2021	74	56	47	70	55
2021-2022	74	56	40	68	56
Evaluation	Good	Good	Acceptable	Good	Good

4-6 Relative to Norms

Relative to National Norm ● Below ● At or Above



<p align="center">Strategies: Advance Wellness and Well-being</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Utilize Students' Matter as a vehicle for student voice and leadership with student wellness.</p>	<p align="center">Good</p>
<p>Strategy 2: Utilize "Library Meetings" to identify students needing more social emotional support.</p>	<p align="center">Excellent</p>
<p>Strategy 3: Admin and Learning Coach will have embedded time scheduled into all classrooms to provide SEL-based learning.</p>	<p align="center">Excellent</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • For the most part, we were able to maintain stakeholders' perceptions and attitudes towards supporting wellness and well-being within our school community. • All staff worked incredibly hard to maintain 'normalcy' throughout the school year. This was focus for our school community. • Our learning coach, educational assistants, Family School Liaison Counselor, and admin were effective in regular communication on the well-being needs of our student population. This allowed for timely and targeted interventions throughout the year. <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Collective resilience was strained throughout the school year. This was true of students, staff, and families. Fatigue was also a factor which negatively affected wellness and well-being. <p>Next Steps:</p> <ul style="list-style-type: none"> • Plans need to be in place for the 2022-2023 school year to monitor and ensure students, staff and families are positioned to start the school year with the supports necessary to flourish in the school year. • Focus the start of the school year on wellness and wellbeing. Plan for culture before curriculum during the opening days. • Host activities welcoming not just students, but families back to the new school year. 	
<p align="center">Strategies: Advance Continuum of Supports</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Utilize "Library Meetings" to identify students needing more social emotional support.</p>	<p align="center">Excellent</p>
<p>Strategy 2: Admin and Learning Coach will have embedded time scheduled into all of the classrooms to provide SEL-based learning.</p>	<p align="center">Excellent</p>
<p>Strategy 3: Revisit our continuum of supports, focusing on maximizing time adults are working directly with children, and minimizing meeting time while ensuring effective just in time communication with relevant stakeholders (Teacher, EA, LC, FSLC, Admin). Ensuring the right supports</p>	<p align="center">Excellent</p>

Areas of Strength:

- A huge strength at Big Rock has always been the ability to provide the best possible supports for our children within the resources we have.
- Strong communication between teachers, administrators, Learning Coach, Family School Liaison Counsellor, and Educational students to constantly monitor needs and progress of students requiring more targeted and individual supports.

Areas for Growth:

- Gaps in attendance of staff and students throughout the year stressed our ability to provide the best supports we could, or make continuous progress with students.
- Continue to refine ways to communicate and prioritize need to ensure our resources are best utilized.

Next Steps:

- Revisit our communication processes and practices to ensure continuum of supports are both timely and effective.
- Better understand how to develop resilience with staff and students, resilience development needs to become more of a universal support.

Success

Big Rock has much to celebrate around the success of students and staff in this past year. Despite the impact of the ongoing pandemic, we have been able to maintain a strong emphasis on excellence through the dedication of staff, students, and community. This has been an exhausting year, but as a learning community we have been able to persevere within the everchanging context throughout the school year.

At Big Rock, we take pride in our focus on literacy and numeracy as a foundation to all learning within the school. We started the year knowing that there would be greater diversity in the learning needs of our students. Focusing on identifying learning gaps, we designed learning to meet the academic needs of all our students while working to close gaps created through the previous year. Receiving extra provincial resources was crucial to this work and we were able to effectively implement targeted interventions primarily to our younger learning.

We continued to develop our collective understanding of First Nations, Métis, and Inuit foundational knowledge and practices as a staff to best meet the needs of Indigenous and Non-Indigenous students. In addition, we are continuing to establish student and staff resources to continue our growth in this realm.

Moving forward, Big Rock will focus on incorporating best practices as we transition to a new curriculum. We will look for opportunities within the new curriculum framework to better engage students throughout their learning day as we strive for optimum learning. Finally, we are excited to re-establish systems and structures to facilitate professional learning in the coming year.

Student Growth and Achievement Results Analysis

<p style="text-align: center;">Goal 1 <i>Desired Result</i></p> <p style="text-align: center;">Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek to achieve</i></p> <p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p style="text-align: center;">Goal 2 <i>Desired Result</i></p> <p style="text-align: center;">Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.
-

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)

Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	86	74	80	89	69	77
2021-22	87	80	80	94	73	88
Evaluation	Excellent	Acceptable	Good	Excellent	Acceptable	n/a

FSD Intellectual Engagement Survey: Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	65	78	86	93	56/54	62/68	37
2020-2021	92	76	88	90	66/43	61/75	61
2021-2022	89	75	81	93	66/59	68/70	61
Evaluation	Excellent	Good	Good	Excellent	Good	Good	Good

2021

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
▲	
1. High Expectations	92%
3. Relevance	76%
4. Rigour	88%
5. Effort	90%
6. Challenge	58%
7. Skill	68%
8. Intellectual Engagement	66%

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
▲	
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	89%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	61%
I often lose track of time because I am engaged by the learning in English / French Language Arts	66%
I often lose track of time because I am engaged by the learning in Science	75%
I often lose track of time because I am engaged by the learning in Social Studies	43%
I often lose track of time because I am engaged by the learning in Mathematics	61%

2022

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
▲	
1. High Expectations	89%
2. Support	82%
3. Relevance	75%
4. Rigour	81%
5. Effort	93%
6. Challenge	53%
7. Skill	74%
8. Intellectual Engagement	66%

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
▲	
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	72%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	61%
I often lose track of time because I am engaged by the learning in English / French Language Arts	66%
I often lose track of time because I am engaged by the learning in Science	70%
I often lose track of time because I am engaged by the learning in Social Studies	59%
I often lose track of time because I am engaged by the learning in Mathematics	68%

Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Each grade level has created a draft “Critical 5” concepts, skills and competencies that are considered essential for a successful year. We will be basing these concepts as priorities for learning that will be developed and applied across learning for the year.		Excellent
Strategy 2: Throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the Critical 5 are to create universal understanding amongst teachers, students, and parents.		Good
Areas of Strength: <ul style="list-style-type: none"> • Through the development of “Critical 5” concepts at the grade levels, the importance of strong literacy, numeracy, and social emotional learning are clearly emergent as foundational pieces of which all other learning are built upon. • As a school, we have also done an excellent job prioritizing those essential outcomes necessary for deep learning for transfer. Focusing on important and essential outcomes has been beneficial as we continued to navigate variable attendance when closing learning gaps and keeping students on track. • Teachers consistently articulate high expectations for student learning, and in turn, students have high expectations for their own learning. Overall Big Rock has a very positive attitude towards the importance of learning. 		
Areas for Growth: <ul style="list-style-type: none"> • Rigor and relevance has slid somewhat over the past couple of years. It can be speculated that this may be in part to the exhaustion and stresses to well-being we have experienced over the past few years. • It is important to continue to develop understanding of critical learning outcomes and opportunities at each grade level, and reinforce these across the curricula through deep learning for transfer. • We also need to continue to find creative strategies to engages students across all subject areas. 		
Next Steps: <ul style="list-style-type: none"> • The coming years will be important as we continue to incorporate best practices as we transition to a new curriculum. Also look for opportunities within the new curriculum framework to better engage students throughout their learning day as we strive for optimum learning. 		
Goal 3 <i>Desired Result</i> Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	Outcomes <i>Measurable statements of what FSD seeks to achieve</i> <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success. 	Indicators <i>Indicators of achieving outcomes</i> <ul style="list-style-type: none"> • Improved programs, services, and strategies for First Nations, Métis, and Inuit student success. • All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

	<ul style="list-style-type: none"> Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. 	<ul style="list-style-type: none"> The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. First Nation, Metis and Inuit families that are actively involved in educational decisions.
<p>Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</p>	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) Improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

- Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local

- RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)

Impact and effectiveness of strategies implemented in achieving goal

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & 9)

Provincial Achievement Tests Gr. 6 & 9	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable
2021-2022	88	30	67	7	74	9	84	14	n/a	n/a

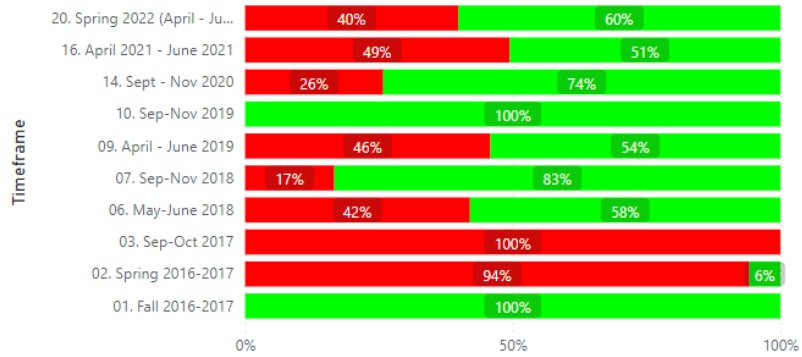
GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	74	81	74
2020-2021	51	68	76
2021-2022	60	74	76
Evaluation	Good	Good	Good

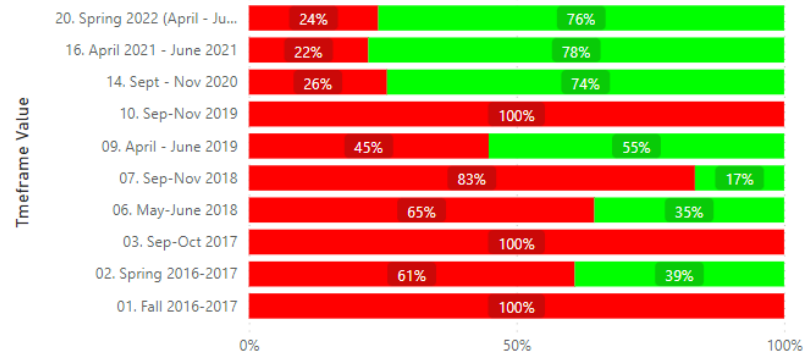
Listening Comprehension

Relative to Norm ● Below ● At or above



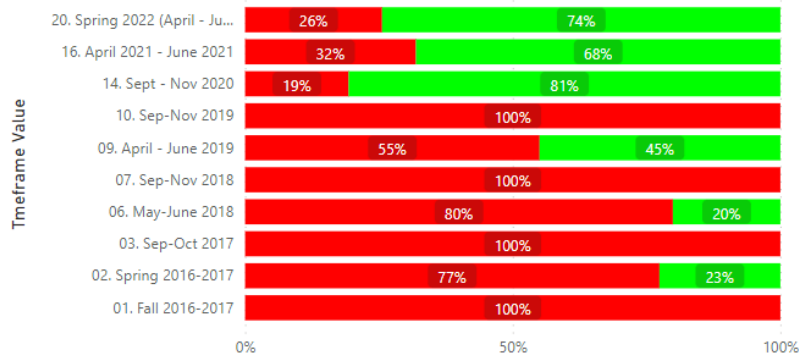
Comprehension

Relative to Norm ● Below ● At or Above



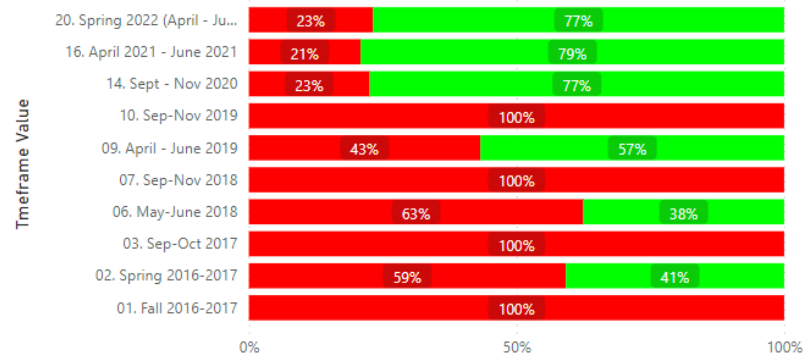
Vocabulary

Relative to Norm ● Below ● #At or Above



Total

Relative to Norm ● Below ● At or Above



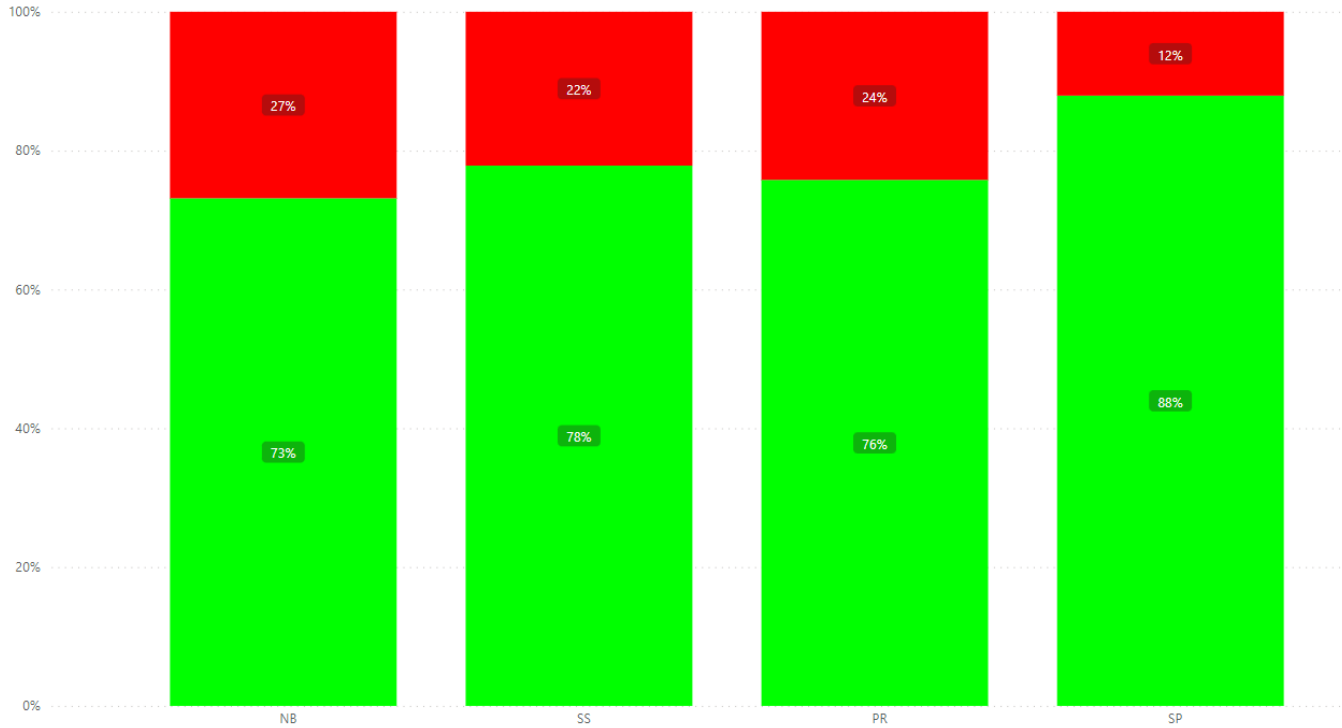
MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	78	81	94	79
2021-2022	73	78	76	88
Evaluation	Good	Good	Good	Excellent

% Correct by Strand

Status ● Correct ● Incorrect



<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: 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.</p>	<p align="center">Good</p>
<p>Strategy 2: Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.</p>	<p align="center">Good</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • We continue to develop our collective understanding of First Nations, Métis, and Inuit foundational knowledge and practices as a staff so we can best meet the needs of our Indigenous and Non-Indigenous students. • We are continuing to develop our repository of resources for staff and students to better our collective understanding of foundational knowledge and practices. This is occurring in our learning commons as well as our teachers developing their personal and classroom collections. <p>Areas for Growth:</p> <ul style="list-style-type: none"> • We need to continue to develop our understanding of foundational knowledge and practices as professionals and continue to discover and utilize First Nations, Metis, and Inuit resources and perspectives across all subject areas. <p>Next Steps:</p> <ul style="list-style-type: none"> • As we develop our collective understanding, we need to move from learning to doing. As our theoretical understandings continue to grow, this needs to be reflected in our practice serving all of our students. • At Big Rock, the population of students that identify as Indigenous is small but growing. We need to ensure we have structures and processes in place to ensure their optimum learning. We are also seeing an increase in our population of students in care and need to continue to develop the scope and quality of relationships with relevant stakeholders to ensure their success. 	
<p align="center">Strategies: Advance Literacy and Numeracy</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Identify “critical 5” outcomes that focus on literacy and numeracy.</p>	<p align="center">Good</p>
<p>Strategy 2: The Critical 5 that are heavily grounded in literacy and numeracy and these components of literacy and numeracy will be developed and transferred beyond English Language Arts and Mathematics and embedded across disciplines.</p>	<p align="center">Excellent</p>

Areas of Strength:

- As mentioned earlier, literacy and numeracy instruction are foundational learning at Big Rock School. Staff work at great lengths to identify where students are at using a variety of assessments and use these data to inform their practice in literacy and numeracy instruction throughout the year.
- This year in particular the importance of the above at the start of the year was paramount. Our staff were aware that we would have a variety of gaps in learning from the previous year and were prepared to meet students returning to classrooms with more diverse needs than typical year.
- We were able to maximize the use of supplemental funding from the province to ensure students with gaps were able to get the targeted supports they needed. This was a very successful and much appreciated intervention program for our younger learners.
- As a staff we constantly share best practices as grade level teams as well as vertically across the grades to ensure a common understanding of best practices for student success.

Areas for Growth:

- We are still dealing with the impact of the last two years of pandemic. The diversity of learning needs in a given classroom has amplified over the past two years. We need to continue to develop our collective practice to effectively teach classrooms with diverse needs and refine our continuum of supports to continue to close the gaps within our classrooms.
- Last year was the first experience we have had with Provincial Achievement Tests since the start of the pandemic. Although our acceptable standard was within or above provincial norms, work does need to be done to ensure students reaching standard of excellence are more in line with provincial norms.

Next Steps:

- As we move forward we need to continue to address learning gaps, particularly around literacy and numeracy. With best practices in place for our younger students, more focus and attention needs to go towards supports for our older students.

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i> Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Outcomes <i>Measurable statements of what FSD seeks to achieve</i> 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	Indicators <i>Indicators of achieving outcomes</i> <ul style="list-style-type: none">• 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.
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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)

Evidence and Key Insights

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

FSD Professional Learning Survey: This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	60	64	72	69	64	86
2020-2021	77	82	81	88	84	49
2021-2022	48	68	100	63	84	63
Evaluation	Acceptable	Acceptable	Excellent	Acceptable	Good	Acceptable

Strategies: Advance excellence in teaching, learning, and leading

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

Strategy 1:

Continue to focus on continuity of learning, identifying gaps in learning, and meeting students where they are at and moving forward from there.

Excellent

Strategy 2:

As this is the first year, throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the Critical 5 are

Horizontal and vertical collaboration will be essential to ensure that we are truly identifying what is essential, building upon previous years, and preparing for future years.

The Critical 5 are heavily grounded in comprehensive literacy and numeracy and these components of literacy and numeracy will be developed and transferred beyond English Language Arts and Mathematics and embedded across disciplines.

Good

Strategy 3:

Teaching staff will have training in *Anne Davies 12 Fixes Assessment Course*.

This course will be the learning material for the Fall Learning Conference and will be the foundation of the conversations that will follow on our November and March Collaborative Learning Mornings.

Good

Areas of Strength:

- Staff at Big Rock, as well as staff throughout the province, need to be congratulated for their commitment to student learning throughout the pandemic. Our staff's commitment to ensure the best possible learning for their students through ever changing contextual variables was paramount, unfortunately often sacrificing personal wellness and well-being to ensure optimal learning.
- Throughout the year, there was a general theme of turning challenge to opportunity. New practices evolved out of necessity, but these practices will continue to serve students learning needs.
- Staff were creative on maintaining a culture of collaboration despite restrictions to direct in-person opportunities.



Areas for Growth:

- Throughout the pandemic, the work of ensuring continuity of learning was simply exhausting. Priority was focusing on meeting the immediate needs of the students, the school and the system. Unfortunately, through this systems and structures for professional growth and development suffered. Although our collective professional practices improved greatly our perceptions in these areas suffered. Although efforts were made through technology, the lack of in-person professional learning and collaboration took its toll.

Next Steps:

- We have a significant new curriculum implementation that will be occurring over the next few years. This will be an opportunity to advance best practices in professional learning within the school and division as we align existing practices that apply to the new curriculum and develop new professional practices to optimize curriculum implementation.
- Moving into the 2022 – 2023 school year there will be a need to re-establish a sense of community within the school and the division in terms of collaborative systems and structures.

Engagement, Support, and Success for Each Learner in Foothills School Division

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p>Our Commitments for Optimum Student Learning</p> 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Foothills School Division Goals and Strategic Plans 2021-2024

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1	Strategic Plan	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design

Advance stakeholder engagement and communications	Stakeholder Engagement and Communications				
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future 		Goal 3 Advance First Nations, Métis, and Inuit student success	Strategic Plan First Nations, Métis, and Inuit student success
Governance				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
				Teaching and Leading	
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance			Goal 5 Advance excellence in teaching, learning and leading	Strategic Plan Excellence in teaching, learning and leading