

School Annual Education Results Report 2021-22

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

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

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

A Year in Review

Highlights and Accomplishments

Our school's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- Developing/updating plans based on results, contextual information and provincial direction
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- Implementing research and practice-informed strategies to maintain or improve performance across domains.
- Monitoring implementation and adjusting efforts, as needed.
- Measuring, analyzing and reporting results.
- Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- Communicating and engaging with stakeholders about school authority plans and results.

Trends and Challenges

While the challenges and the changes have been many, we also have much to highlight and to celebrate. The entire school community has certainly been flexible and open to the everchanging year. A focus on individual needs (social, emotional and academic) and consistency has had students feel both supported and safe during a time that has imposed a loss of control and predictability. Our attendance has been more consistent, and students and families became more engaged. As a school team, there has been a genuine desire to find joy in the year and to create an environment and a culture that is supportive of one another, of students and of families. Our team took an "all hands-on deck" approach to the year and ensured that everyone had what they needed to navigate the uncertain times.

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.

	Very High	← Goal Achievement →	Very Low		
Improved Significantly	Excellent	Good	Good	Good	Acceptable
↑ Improvement from Last Year	Excellent	Good	Good	Acceptable	Issue
↓ Declined Significantly	Excellent	Good	Acceptable/ Maintained	Issue	Not yet addressed
	Good	Acceptable	Issue	Issue	Not yet addressed
	Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

Engagement

Our Story of Engagement

Student Engagement - our student engagement is reflective of the teacher/team engagement -improved desire and commitment to attendance, active participation in school

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

Parent Engagement -partners in education -directly involved with learning as an extension of learning in school

Community Engagement-partnering with community organizations to enhance the community connection to our school and our children

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

<p>Provincial</p> <ul style="list-style-type: none"> Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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>
<p>Student Engagement: Directly involve students in meaningful learning through goal setting, setting expectations and encouraging individual accountability</p>	<p style="text-align: center;">Good</p>

Staff Engagement: Foster collective efficacy through staff voice, building leadership capacity and setting high expectations	Excellent
Parent Engagement: Create intentional opportunities to engage families in conversation about their child’s personal and academic goals	Good
Community Engagement: Share the Ed plan, invite parents to attend school council, advertise and celebrate Longview school in the community	Good
Communications: Using social media, websites and local advertising, celebrate our school goals and our school accomplishments	Excellent

Areas of Strength:

- Online communications and celebrations on social media
- Effective communication of school celebration through monthly newsletter

Areas for Growth:

- Bringing back community and parent engagement and involvement
- Actively working with students to engage in their greater community

Next Steps:

- Grades 5’s and 6’s participating in student matters divisionally
- Collaborating with school council to involve a greater number of families into the daily lives of Longview School

Continuous Improvement 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 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>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. 	<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	97.7	N/A	95.5
2021-2022	100.0	N/A	100
Evaluation	Excellent	Issue	Excellent

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5313 Longview School



Assurance Domain	Measure	Longview 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	50.0	88.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	72.5	92.7	97.2	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	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	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	89.5	100.0	98.9	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.0	92.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.0	96.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	78.8	79.5	81.5	n/a	n/a	n/a

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	100	100	100	100	92	75
Evaluation	Excellent	Excellent	Excellent	Excellent	Excellent	Acceptable

Aggregate Summary

Foothills School Division Assurance Survey

% of Parents with positive responses in each category excluding "Don't Know"

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Results in Set

93% Program of Studies	100% Work Preparation	100% Citizenship	50% School Improvement	100% Welcoming, Caring, Respectful...
100% Quality of Education	90% Life Long Learning	100% Student Learning Engagement	75% Parental Involvement	92% Access to Supports

Strategies	Evaluation
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<i>Impact of strategies implemented</i>
Strategy 1: Engage students and families into setting learning, social, emotional and behavioural goals	Excellent

Strategy 2: Create a needs-based school where students basic needs (food, clothing, supplies, support) are providing to all students	Excellent
Strategy 3: Collaborate with school council to bring experiences to our students (field trips, cultural activities, community involvement)	Excellent

Areas of Strength:

- Parental involvement and satisfaction with quality of education
- Needs-based school where all students are supported every day

Areas for Growth:

- Focus on identifying and celebrating individual improvement in academic and social-emotional goals
- Publish and celebrate school-wide goals

Next Steps:

- Strategically invite families to have a voice in the school’s goals
- Intentionally celebrate individual and school-based improvement goals that are regularly achieved.
- Strategically invite families to respond to the provincial survey to be able to more accurately collect data on parental involvement.

Support

Our Story of Support

While support and care are a tremendous strength of the Longview School staff, this year more than ever it has been evident that we are promoting and creating a school culture and environment that is wellness focused, supportive and compassionate. Students know that they can count on staff to both support and can trust that they will have what they need to be successful at school (food, sleep, supplies, modifications, individual support, and compassion).

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</p> <p>Develop collective efficacy in advancing a culture of wellness and well-being.</p> <p style="text-align: center;">Advance our Continuum of Supports</p> <p>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 	<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.

	<p>goals, build resiliency, and adapt to change.</p> <ul style="list-style-type: none"> • 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 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.
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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.

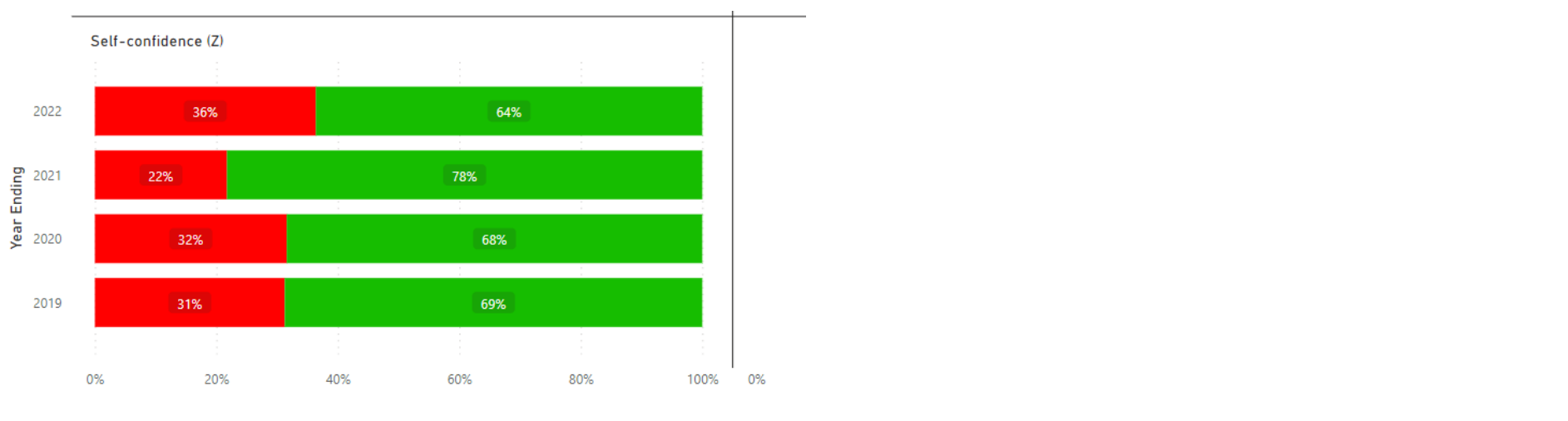
Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	89	97

2021-2022	86	90			
Evaluation	Good	Excellent			
<p>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.</p>					
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	82	53	68	74	79
2020-2021	91	91	78	65	83
2021-2022	82	82	64	45	55
Evaluation	Good	Good	Acceptable	Issue	Issue

4-6 Relative to Norms

Relative to National Norm ● Below ● At or Above





Strategies: Advance Wellness and Well-being <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: Intentionally teach problem solving skills and to provide opportunities for mindfulness	Good
Strategy 2: Build relationships with students through loving and consistent expectations and boundaries	Excellent
Strategy 3: Provide space and time to regulate and implicitly teach self-regulation strategies	Good

Areas of Strength:

- Children feel safe and supported at school
- Our students are building self-confidence after difficult pandemic years

Areas for Growth:

- Internal resilience worldwide is low with the 2 years our students have gone through
- Students reported lack of peer connection

Next Steps:

- Provide opportunities for peer connection (clubs, teams)
- Explicitly teach resiliency skills and strategies

Strategies: Advance Continuum of Supports <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 literacy through targeted small group work	Good
Strategy 2: Provide FSLC support for emotional regulation	Good

Strategy 3: Utilize the gathering space for regulation and wellness

Good

Areas of Strength:

- Individualized supports
- Explicit teaching of regulation strategies

Areas for Growth:

- Lack of peer connection – peer to peer mentorship
- Intentional literacy and numeracy intervention

Next Steps:

- **Creation of school-wide continuum of supports**
- **Ongoing reflection on student data to inform our next steps**

Success

Our Story of Success

Student Growth and Achievement Results Analysis

<p>Goal 1 <i>Desired Result</i></p> <p>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>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>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>Goal 2 <i>Desired Result</i></p> <p>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>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>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	N/A	N/A	95.5	97.7	N/A	N/A
2021-22	N/A	N/A	92.7	100	N/A	88.1
Evaluation	N/A	N/A	Excellent	Excellent	N/A	Excellent

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
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2020-21	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	94	96	89	100	83	67/100	67
2021-2022	83	77	75	78	50	67/67	67
Evaluation	Excellent	Good	Good	Excellent	Issue	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	94%
3. Relevance	96%
4. Rigour	89%
5. Effort	100%
6. Challenge	83%
7. Skill	78%
8. Intellectual Engagement	72%

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)	100%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	67%
I often lose track of time because I am engaged by the learning in English / French Language Arts	83%
I often lose track of time because I am engaged by the learning in Science	100%
I often lose track of time because I am engaged by the learning in Social Studies	17%
I often lose track of time because I am engaged by the learning in Mathematics	67%

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	83%
2. Support	67%
3. Relevance	77%
4. Rigour	75%
5. Effort	78%
6. Challenge	58%
7. Skill	67%
8. Intellectual Engagement	50%

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)	67%
I often lose track of time because I am engaged by the learning in English / French Language Arts	50%
I often lose track of time because I am engaged by the learning in Science	67%
I often lose track of time because I am engaged by the learning in Social Studies	50%
I often lose track of time because I am engaged by the learning in Mathematics	67%

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Strategies: Advance Innovation and Design <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: Incorporate makerspace into the learning commons space	Good
Strategy 2: Utilize hands-on science experiments and learning	Good
Strategy 3: Cross-curricular activities incorporating makerspace and subject areas	Good

Areas of Strength:

- Incorporating the real world into our daily lives
- Utilizing real world examples as a daily part of our learning

Areas for Growth:

- Project-based learning in the Math classroom
- Multi-age groupings to facilitate conceptual learning

Next Steps:

- Bring field trips into our experiential learning to tie the in class learning to the outside world
- Bring visiting presenters, guest speakers and experts to bring the learning alive

<p align="center">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></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</p>	<p align="center">Good</p>
<p>Strategy 2: Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.</p>	<p align="center">Good</p>
<p>Strategy 3: Students set personal learning goals to deepen their learning and to work on individual areas of growth</p>	<p align="center">Good</p>

Areas of Strength:

- Individualized goal setting
- Applying knowledge to the outside world

Areas for Growth:

- Using feedback to improve learning
- Identifying individual strengths and focusing on strengths to advance student learning

Next Steps:

- Explicit teaching of feedback cycles and self-reflection
- Deepen students’ understanding of prior concepts through content lines and cross-curricular learning

<p align="center">Goal 3 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes</i></p>
<p>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.</p>	<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. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. 	<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. • The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.

		<ul style="list-style-type: none"> • 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	Excellence
2021-2022		TBA	TBA	TBA	TBA	N/A	N/A	N/A	N/A	N/A	N/A

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts		Math		Social Studies		Sciences							
	Course	30-1	30-2	30-1	30-2	30-1	30-2	Bio 30		Chem 30		Physics 30		Science 30
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A		N/A		N/A	

Diploma Exams	Français /French Language Arts		Etudes Sociales	
	Course	30-1	30-1	30-1
Achievement	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	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	84%	45	48
2020-2021	74%	63	66
2021-2022	58%	67	54
Evaluation	Issue	Acceptable	Issue



MIP1 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.

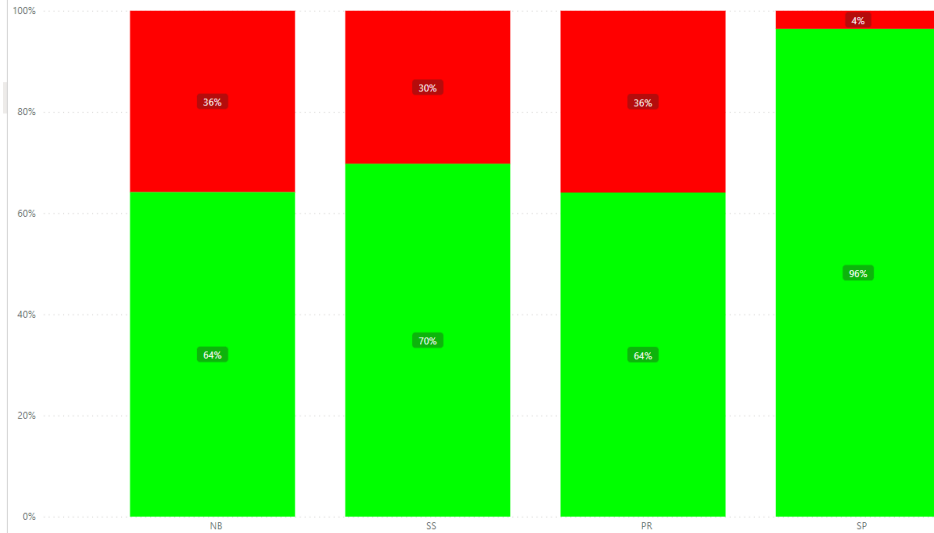
% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	N/A	N/A	N/A	N/A
2020-2021	69	75	72	87

2021-2022	64	70	64	96
Evaluation	Acceptable	Acceptable	Acceptable	Excellent

% Correct by Strand

Status ● Correct ● Incorrect



GB+ (French Immersion Literacy): This formative assessment is given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level					
Performance Measures	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2020-2021	N/A	N/A	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	N/A

<p>Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p>Evaluation <i>Impact of strategies implemented</i></p>
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Strategy 1: Building relationships with our Eden Valley families	Excellent
Strategy 2: Invite elders and knowledge keepers into our school	Excellent
Strategy 3: Daily embed FNMI ways of knowing into our daily work	Excellent
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Working collaboratively with our community partners Infusing FNMI content and knowledge into our daily practice <p>Areas for Growth:</p> <ul style="list-style-type: none"> Invite elders and knowledge keepers in to share their rich history Visit other schools so they can get to know our wonderful Eden Valley students <p>Next Steps:</p> <ul style="list-style-type: none"> Participate in Eden Valley days 	
<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>
Strategy 1: Early and targeted interventions	Excellent
Strategy 2: Strategic universal strategies to decrease learning gap	Excellent
Strategy 3: Intentional differentiation	Excellent
<p>Areas of Strength:</p> <ul style="list-style-type: none"> Our school naturally differentiates for all students' needs Students receive ongoing targeted support <p>Areas for Growth:</p> <ul style="list-style-type: none"> Celebrate individual progress rather than provincial standardized data Aim for at least 1 grade-level improvement for each child with the goal of narrowing the gap by the end of grade 6 <p>Next Steps:</p> <ul style="list-style-type: none"> Collaborative response model to identify student needs early Create a collaborative and responsive cycle throughout the year 	

Teaching, Learning and Leadership Results Analysis

<p>Goal 5</p> <p><i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and</p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> Improved collective efficacy of teachers and leaders responding with skill and competence to
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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](#)

- the unique learning needs, interests, and cultural, social, and economic circumstances of all.
- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.
 - Teachers and leaders improve their professional practice in learning for transfer.
 - Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
 - Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Measures and Targets

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

Provincial

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

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	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	100	100	93.8	93.8	87.5	N/A

2021-2022	100	100	100	100	100	N/A
Evaluation	Excellent	Excellent	Excellent	Excellent	Excellent	N/A

Strategies: Advance excellence in teaching, learning, and leading <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: Involve our staff in the creation of our school-based goals	Excellent
Strategy 2: Collaborate with other schools to inform our learning	Excellent
Strategy 3: Ensure that teachers have a voice in the ongoing development of our Ed Plan	Excellent

Areas of Strength:

- Collaboration
- Responsive and thoughtful staff learning

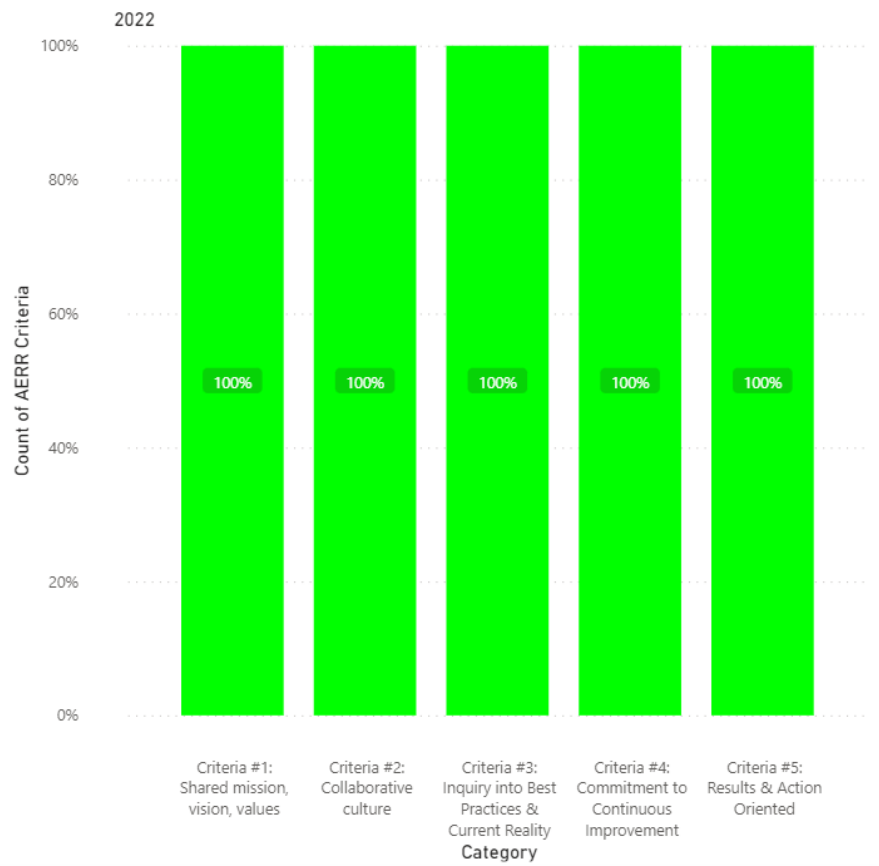
Areas for Growth:

- Collaborate on effective ways to differentiate for our learners
- Reflect and respond to changes in our students' data

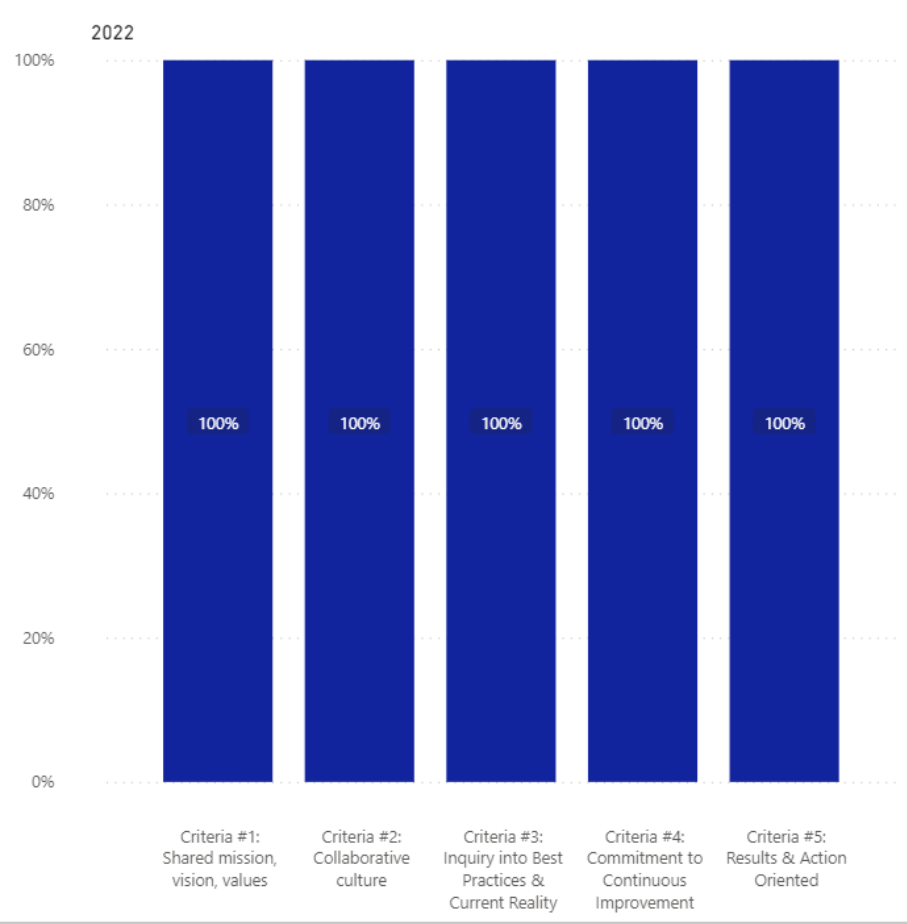
Next Steps:

- Participate in ongoing PD
- Engage in reflective IPGP work



AERR Criteria ● Being practiced



Answer ● 5. Deeply embedded



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 style="text-align: center;">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	
<p style="text-align: center;">Goal 1 Advance stakeholder engagement and communications</p>	<p style="text-align: center;">Strategic Plan Stakeholder Engagement and Communications</p>	<p style="text-align: center;">Goal 1 Advance wellness and well-being</p>	<p style="text-align: center;">Strategic Plan Wellness and Well-being</p>	<p style="text-align: center;">Goal 1 Advance innovation and design</p>	<p style="text-align: center;">Strategic Plan Innovation and Design</p>

	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
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance		Teaching and Leading	
			Goal 5 Advance excellence in teaching, learning and leading	Strategic Plan Excellence in teaching, learning and leading