

Heritage Heights School Annual Education Results Report 2020-2021

Our 2020-2021 Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths and areas for growth. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

For further information follow links to

[School Education Plan](#)

[School Website](#)

Land Acknowledgement

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

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.

It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

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

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

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

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

About our School

Heritage Heights is a rural K-9 program with a historical average of around 500 students. During this pandemic year, our student numbers for in-person learning dropped to 442 students. Our program services an area that extends from the north of Okotoks to the Calgary city limit. Our school believes in teaching all students the 7 Habits of Highly Effective People through the Leader in Me program.

During this school year, our school had numerous closures due to COVID 19 pandemic restrictions implemented by the Alberta government and due to a handful of close contact cases in our school. In comparison to other schools in our division, we had less than the average number of cases tied to our students, impacting learning.

Our school is adjacent to the Scott Seaman Arena where partnerships allow our students the ability to participate in a hockey and industrial foods program utilizing this facility.

School Motto: Excellence, Integrity, Leadership

Mission: To celebrate leadership in all forms.

Vision: All students are supported in being successful world leaders through effectively supporting and engaging all community members around authentic learning experiences.

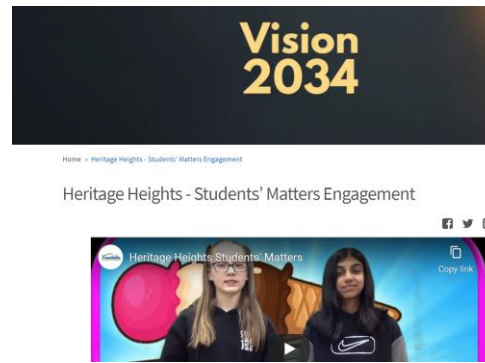
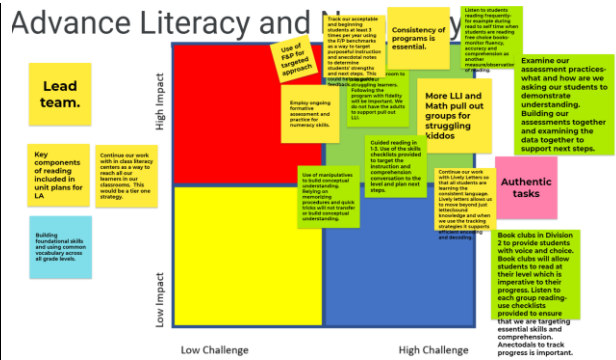
Providing Assurance

Guiding Principles

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

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

School Highlights and Celebrations: 2020-2021



Staff Voice: [Identifying high yield strategies \(06/02/21\)](#)

Student Voice: [Student Survey \(05/2021\)](#)

Parent Voice: [Education Plan Preview \(May 2021\)](#)

Staff Voice: [Engagement in Building Ed Plan Strategies](#)

Student Voice: [What does Living the Husky Life Mean?](#)

Student/Parent/Teacher Voice: [Measurable Results Survey Winter 2021](#)



Student Recognition



Parent Connection and Outdoor Learning



Weekly Video Updates on YouTube

Engagement

Our story of engagement for each learner

Engagement was a challenge this year with limited access to parents in the building and the mixing of student cohorts. During this time, we utilized regular communication patterns and school council virtual opportunities to hear from our families in response to policy and growth.

Our Students Matter completed one Bang the Table Survey of students to hear from our student body what would support re-engagement after the pandemic. These questions involved open-ended responses vs. ranking questions. The results of these text-based responses did provide context; however, it was decided that focusing on fewer open-ended responses would be effective.

Measurable Results Assessment (MRA)

This survey was administered beyond regular measures via the Leader in Me program currently subscribed to in our school. Administering this in late winter provided some data to quantify the culture, leadership, and academics in the eyes of our parents, students, and teachers. Questions were not based on the 7 Habits but used questions to highlight growth and opportunities into the following domains:

- Student Leadership
- Staff Socio-emotional Teaching Readiness
- Family Involvement
- School Environment
- Student Engagement
- Staff Satisfaction
- Teacher Efficacy
- Student-led Achievement

For further information on ENGAGEMENT follow links to:

[Heritage Heights Students' Matter Engagement](#)

Stakeholder Engagement

Goal	Outcomes	Indicators
<i>Desired Result</i>	<i>Measurable statements of what FSD seeks to achieve.</i>	<i>Indicators of achieving outcomes.</i>
Not an established goal in this year's educational plan, however our strategy involved connecting with all stakeholders repeatedly throughout the implementation of our 2021-2023 Educational Plan.		

Measures and Targets

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

Provincial

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

Local

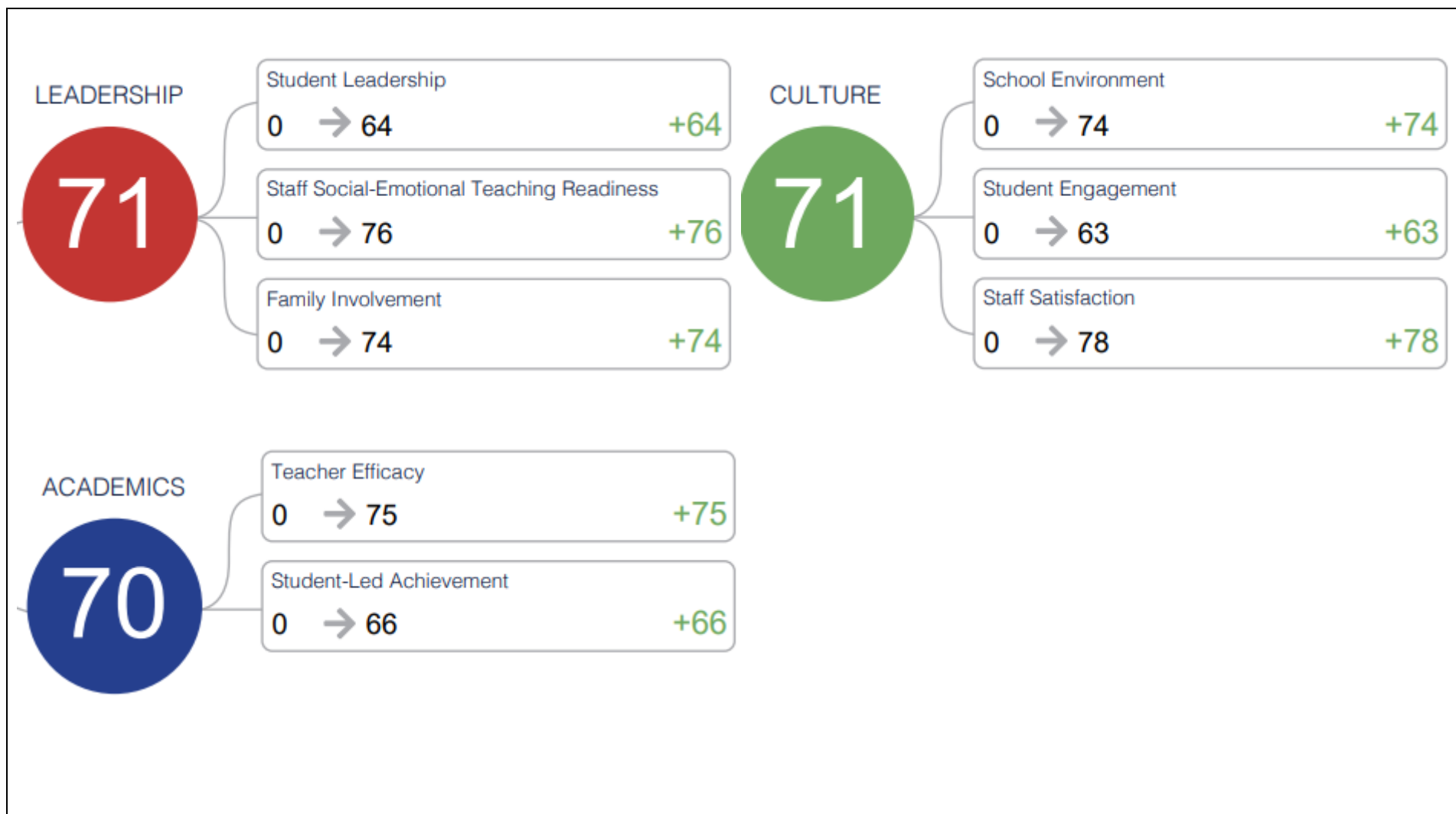
- **FSD Engage Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- Enabling Students Matter Committee Survey and leadership
- Weekly YouTube Updates
- Email updates from teacher

Stakeholder Engagement Results Analysis					
Performance Measures	Student Engagement MRA Participation 231 students	Staff Engagement MRA Participation 25 teachers	Parent Engagement MRA Participation 51 parents	Community Engagement Connection through Dunbow Community Recreation Board 5 consultations	Communications Video updates Monthly Emails
Overall Achievement	Excellent	Excellent	Good	Good	Good
<p>Evidence: Provincial and Local Measures</p> <p><i>Provincial and local measures assessed progress on achieving outcomes.</i></p> <p>MRA Core Measures</p> <p>February 2021</p>					



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

Impact and effectiveness of strategies implemented.

In the results of the MRA survey student leadership, led achievement and engagement were clearly lower on average than other scores and overall, our student perception of personal efficacy for learning was low. Additionally, being that this is a new measure designed to be taken each spring, we will classify

these results as a baseline data as we look at the implementation and adoption of our Leader in Me program as well as tied to work around developing learner agency.

Continuous Improvement		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>All teachers are instructors of literacy and numeracy throughout the disciplines.</p> <p>All teachers will provide differentiated instruction for all learners.</p>	<ul style="list-style-type: none"> • PLCs meet at regularly scheduled times 80% or higher of staff report effective PLCs meeting structure and educational performance. • Teacher based marks show students achieving an average of Proficient or higher on Literacy (reading mark) and Numeracy (Number strand) outcomes. In grade 9, 75% or higher percent average. • Increase in number of students reading at grade level (decreased number of F&P assessments) 100% teacher use of UDL design • Evidence of adapted assessments • Maintain or improve upon PAT Results in 2022 results for literacy and numeracy. • Decrease in referrals of students for LLI interventions 	<ul style="list-style-type: none"> • Student continuous Leading Your Own Learning Survey and anecdotal report improved mindset in relation to literacy and numeracy. • Teachers work collaboratively using synchronous and asynchronous meeting structures. • Staff Survey and FSD PLC Surveys • Maintain or improve in divisional literacy and numeracy assessments (GRADE, RRST, F&P, MIPI) with an understanding regarding COVID related gaps that may have occurred. • Continuum of Supports in place and posted (Focus areas: Literacy, Numeracy) • Increased teacher repertoire of high yield instructional strategies – staff survey. • PLC meeting notes/minutes related to school wide numeracy and literacy strategies.

		<ul style="list-style-type: none"> • PLCs demonstrate how they have differentiated or changed their instruction/assessment • Teacher exit slips from PD K to 6: Full Fountas & Pinnell Assessment (7 to 9: targeted) • Professional learning days and staff learning meetings focus on literacy, numeracy (differentiated instruction with UDL lens) • Creation of Teacher Assessment Toolbox for literacy and numeracy • K to 3 professional learning in Lively Letters program to support phonological and phonemic awareness
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Measures and Targets

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

Provincial

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

Local

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

School:

Grades K-3

Foundations of Reading

- Concepts About Print + Phonological Awareness and Phonics + Word Solving
- Implementation of Lively Letters
- Guided Reading

Concrete Mathematics

- Balanced conceptual and procedural understanding embedded in instruction and assessment.
- Develop number sense through the use of concrete examples and arrays.
- Use running records to identify and plan supports for challenged learners.

Grades 4-6

Layers of Reading Development

- Differentiated instruction in word solving + fluency + vocabulary + comprehension
- Implementation of Book Clubs and reading response
- Development of writing frameworks both in narrative and expository

Fluency Mathematics

- Develop fact fluency and flexibility through ongoing formative assessment.
- Develop understanding of the nature of mathematics by connecting concrete to symbolic in a variety of ways.
- Develop a sense that we are all mathematicians through developing a math mindset.
- Knowledgehook

Grades 7-9

Layers of Reading Development

- Vocabulary + Comprehension

- Implementation of close reading and differentiated reading comprehension strategies (based on exposure to multiple genres)
- Develop strategies and approaches to support productive and effective writing.

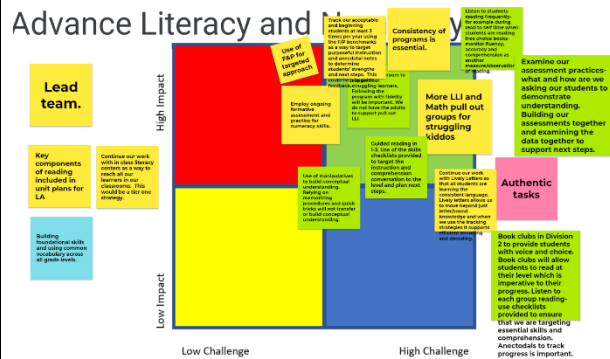
Flexibility in Mathematics

Develop students' ability to see the application and use of mathematical processes to support future goals and transfer.

Continuous Improvement Results Analysis					
Performance Measures	Parental Involvement	Continuous Improvement	Overall Quality of Education	Guiding Principles of Assurance	Principles & Practices
	80%	82%	87%	NA	NA
Overall Achievement	Good	Good	Excellent		

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.



Heritage Heights - Students' Matters Engagement



Staff Voice: [Identifying high yield strategies \(06/02/21\)](#) Student Voice: [Student Survey \(05/2021\)](#) Parent Voice: [Education Plan Preview \(May 2021\)](#)

Staff Voice: [Engagement in Building Ed Plan Strategies](#)

Student Voice: [What does Living the Husky Life Mean?](#)

Student/Parent/Teacher Voice: [Measurable Results Survey Winter 2021](#)

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

Impact and effectiveness of strategies implemented.

- Intentional goal setting around community engagement is a shift for future years. In the past, “engagement” was focused on engaging learners, now the definition has broadened to engaging stakeholders around school initiatives.
- Students Matter Survey using bang the table was too broad to extract actionable data. Reducing to a shorter set of directed engagements would be more beneficial for data management in the future.
- Continued use of MRA later in the school year will provide long term efficacy around our teaching practices in health and community blocks. Using this as a regular measure supports importance of this work.
- Parental involvement lower than usual due to COVID restrictions.

Support

Our story of support for each learner

Support structures were strained this year due to COVID requirements for cohorting. These were balanced out by ensuring universal supports were addressed in regular meetings and toolkit development for mental wellness and developing inclusive practices for support.

Each week numerous students were recognized for their leadership, positive actions and peer relationships throughout the second half of the year. Once recognized, they were featured prominently on our social media services to our families.



For further information on SUPPORT follow links to:

Goals	Outcomes	Indicators
<p data-bbox="338 215 495 240"><i>Desired Result</i></p> <p data-bbox="128 272 621 358">Mental wellness drives all other learning goals for our school.</p> <p data-bbox="128 391 705 574">Committing to the Leader in Me curriculum as a language, guiding principles for practice and supportive structure for developing leadership.</p>	<p data-bbox="743 215 1325 240"><i>Measurable statements of what FSD seeks to achieve.</i></p> <ul data-bbox="783 386 1335 1243" style="list-style-type: none"> • Staff and students use the Habits Principals language regularly. • 90% or higher of students report that they are safe at school and are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (APORI Report based on winter survey) • 100% staff demonstrate language of 7 habits/leadership • 100% elementary staff naming SEL competencies with students • 10% of student body nominated for leadership/7habits • Buddy classes meet at least 2x/month • 10% increase in internal resiliency and confidence reported on SOS-Q survey fall 2021Z-score, in relation to utility of school measures on SOS-Q, increases above the average on 2021 survey results. • Increase in students reporting positive peer relationships Decrease in SOS-Q and Student Survey results related to feelings of anxiety 	<p data-bbox="1493 215 1854 240"><i>Indicators of achieving outcomes.</i></p> <ul data-bbox="1407 386 1980 1386" style="list-style-type: none"> • Common language of 7 Habits/leadership embedded in school culture • Teacher and student confidence in understanding SEL competencies (surveys)Student identified local and global charities • Increased staff awareness of social emotional concerns in students (SOS-Q, ATM, PSST) • Increased understanding of anxiety, positive self-talk, mindfulness, growth mindset, confidence • Student Design Thinking Project (Student Matters) Increase in buddy activities to facilitate sense of belonging and community Classroom/community circles • Visible student leadership recognition (leadership nominations weekly) • SOS-Q increase in internal resiliency, utility of school (junior high), self-confidence • Spotlight on Mental Health – build in newsletters Mind Up, Zones, Wellness, etc. (newsletters, Instagram) • Establishment of monthly Lighthouse (Leader in Me) meetings • Professional learning around 5 components of Psychological First Aid and Dimensions of Wellness

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase in the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- **Program Access:** Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Evidence of feedback from Staff Advisory and Students' Matters impacts decision making.
- **School and Divisional Student Continuum of Supports**
Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes

School:

Grades K-3

Social-Emotional Learning & 7 Habits

- Zones of Regulation

- Explicit instruction of each of 7 Habits
- Students are taught the power of being responsible for their own actions; they are in charge of understanding themselves and their influence over day-to-day interactions.
- Student Wellness Toolbox (focus on SEL competencies, exploring feelings, tools to regulate)

Grades 4-6

Social Emotional Learning/Wellness & 7 Habits

- Using Zones as a starting point, teachers will develop students' understanding of the biological underpinnings of emotional health through Mind-up Curriculum.
- 7 Habits embedded in instruction
- Student Wellness Toolbox (focus on anxiety, positive self-talk, mindfulness)

Grades 7-9

Leadership (7 Habits), Wellness and Mental Health

- Leadership sprint (all students)
- Mental Health Continuum (CMHA)
- 6 Most Important Decisions (Covey – 7 Habits)
- Dimensions of wellness
- Student Wellness Toolbox (focus on anxiety and mindfulness)

Performance Measures	Safe and Caring 87%	Program Access 71%	Students at Risk Services 71%	SOS-Q: Safe & Caring Elem 80% JrHigh 81%	SOS-Q: External Resilience Elem 65% JrHigh 78%	SOS-Q: Self Confidence Elem 56% JrHigh 64%	SOS-Q: Internal Resilience Elem 75% JrHigh 35%	SOS-Q: Peer Relations Elem 71% JrHigh 66%
Overall Achievement	Excellent	Good	Good	Good	Good	Good	Issue	Good

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

- Will complete analysis after fall 2021 SOS-Q survey administration.

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

Impact and effectiveness of strategies implemented.

Success

Our story of success for each learner

For further information on SUCCESS follow links to:

Student Growth and Achievement

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Learning experiences should be designed to engage all students in authentic tasks. Learning should be shared, both outside of the school and within.</p> <p>Students should be provided with opportunities for voice and choice.</p>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <ul style="list-style-type: none"> • Continued improvement on parent satisfaction on Parent Survey (mid 90%) • 10% increase in APR completion 10 parents regularly attend Council meetings (parent reps) • 10% reduction in chronic attendance (beyond 10%) • Increase in satisfaction on Parent Survey • Increase in teacher understanding of STEAM and Design Thinking (HHTS Staff Survey) • Increase in Utility of School reporting (SOS-Q) 	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> • Increase in teachers implementing design-thinking process in design plans • Implementation of STEAM projects K to 6 (STEAM/Design Thinking Teacher Toolbox of exemplars created) • Exploration and comfort in using new technologies to support student learning • Establishment of Google Classrooms K to 9 to facilitate and support online learning • Increase in participation and results on APR • Increased alignment between APR and HH Parent Survey • Increased attendance at School Council meetings • Increase student attendance

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Measures and Targets

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

Provincial

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

Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

School:

All Grades

- Use STEAM Learning projects where appropriate to drive learning and engagement.
- Implement use of design-thinking process in planning
- Highlight student achievement and work through sharing, virtually or through gallery walks.
- Increase communication/sharing with community through platforms such as: Instagram, Facebook page, Twitter, school website and Husky Minute videos.
- Develop learner agency by providing students with voice, choice and ownership opportunities to engage with learning.

Student Growth and Achievement Results Analysis

Innovation, Creativity and Competency Development

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement	Competency Development	MyBluePrint	Principles & Practices
	85%	85%	83%	(CTF/CTS)			

				46%			
Evaluation Overview	Excellent	Excellent	Good	Issue	NA	NA	NA

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.



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

Impact and effectiveness of strategies implemented.

- Parents are a driving force for innovation and design work. Teachers are still at the early adopter phase of implementation.
- Curriculum outcomes that tie directly to science and math are used to address learning outcomes in the CTF/Maker curriculum in K-6.
- Coding and robotics are taught using our Learning Commons Facilitator as a primary resource and as a separate stand-alone course in K-6.
- Intentional focus on CTF outcomes in junior high is also at a beginning stage.

- Implementation of Skills Alberta Exploration Days program provided solid resources to build our program, however the event itself was only a cursory exploration for kids.
- Increased connection to broader approach to inquiry projects is needed for future development of learning outcomes tied to CTF curriculum.
- MyBlueprint was only utilized for grade 9 transition and other junior high health outcomes.

Learning that Transfer

Learning Outcomes: Provincial Achievement Tests/Diploma Exams Results

Performance Measures	Quality of Education 87%	Life-Long Learning 61%	Drop-out rate 0%	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
Overall Achievement	Excellent	Good	Excellent	NA	NA	NA	NA
Performance Measures Intellectual Engagement	High Expectations 93%	Relevance 71%	Rigor 80%	Effort 88%	ELA/SS ELA Flow 61% SS Flow 66%	Math/Science Math Flow 63% Science Flow 74%	CTS Flow 46%
Overall Achievement	Excellent	Good	Good	Excellent	Good	Good	Issue

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

The screenshot displays a digital workspace with two tabs at the top: "Competencies" and "Example Comments". Below the tabs, a "Files" section contains several document thumbnails:

- Official Leader in Me 7 Habits® Reference**: A document with a table of competencies.
- 7 Habits Reference**: A document with a table of competencies.
- 7 Habits Reference.pdf**: A PDF document with a table of competencies.
- Admin reminders for Learn...**: A document with a list of reminders.
- Competency Language Co...**: A document with a list of competencies.
- Evaluating for Inclusion**: A diagram showing a path through a landscape with trees and a sun.
- FSD Learner Profile Parent ...**: A document with a list of competencies.
- Items/Decisions to Support Learner Profile**: A document with a list of items/decisions.
- COMMON'S COMPETENCIES FOR SUCCESSFUL LEARNERS**: A document with a list of competencies.

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

Impact and effectiveness of strategies implemented.



Literacy and Numeracy

Literacy

Performance Measures <small>% of students at or above grade level (Grades 2 – 9) GRADE Assessment</small>	Listening 67%	Vocabulary 82%	Comprehension 80%	
Overall Achievement				

Numeracy & Mathematics

Performance Measures <small>% of students at or above grade level (Grades 2 – 10) MIPI Assessment</small>	Number 61%	Patterns & Relations 78%	Shape & Space 65%	Statistics & Probability 80%	
Overall Achievement					

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

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

Impact and effectiveness of strategies implemented.

First Nations, Métis and Inuit Student Success

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

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

Impact and effectiveness of strategies implemented.

Teaching, Learning and Leadership

Goals	Outcomes	Indicators
<i>Desired Result</i>	<i>Measurable statements of what FSD seeks to achieve.</i>	<i>Indicators of achieving outcomes.</i>
Not an established goal during this educational plan cycle.		
Measures and Targets		

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

Provincial

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

Local

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

Strategies

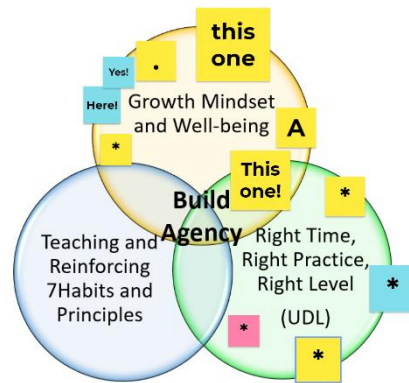
Strategies are actions taken to achieve goals and desired outcomes.

Teaching, Learning and Leadership Results Analysis

Performance Measures % of teachers who agree Started-Doing-Embedding Total	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs
Overall Achievement	98%	99%	98%	97%	100%	64%

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.





Key Insights from Results Analysis

Impact and effectiveness of strategies implemented.

The Foothills School Division is focused on the priority of Engagement, Support and Success for Each Learner

Our Vision	Our Commitments	Our Priorities
<p data-bbox="113 1141 543 1230">Engagement, Support and Success for Each Learner.</p> <p data-bbox="113 1328 273 1352">Our Mission</p>	<p data-bbox="837 1141 1232 1170">for Optimum Student Learning</p>	<p data-bbox="1379 1141 1986 1252">Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p data-bbox="1379 1284 1927 1395">Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p>

<p>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>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<p>Engagement</p>	<p>Support</p>	<p>Success</p>
<p>Local and Societal Context</p>	<p>Learning Supports</p>	<p>Student Growth and Achievement</p>
<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>
<p>Governance</p>		<p>Teaching and Leading</p>
<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>
<p>FSD Goals 2020 - 2021</p>		

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance system-wide stakeholder engagement	Strategic Plan Stakeholder Engagement	Goal 1 Advance a system-wide approach to a safe, caring and welcoming learning environment	Strategic Plan Safe, Caring and Welcoming Learning Environment	Goal 1 Advance system-wide innovation, creativity and competency development	Strategic Plan Innovation, Creativity and Competency Development
Governance		Goal 2 Advance system-wide continuum of supports	Strategic Plan Continuum of Supports	Goal 2 Advance system-wide literacy and numeracy	Strategic Plan Literacy and Numeracy
Goal 2 Advance system-wide evidence-based continuous improvement cycles	Strategic Plan Continuous Improvement Cycles	Goal 3 Advance system-wide approach to positive mental health, wellness and well-being	Strategic Plan Positive Mental Health, Wellness and Well-being	Goal 3 Advance system-wide First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit Student Success
				Teaching and Leading	
				Goal 4 Advance system-wide high-quality design, instruction and assessment practices	Strategic Plan High-quality Design, Instruction and Assessment

 <p>Engagement</p> <p>Support</p> <p>Success</p>	 <p><u>Vision 2034:</u> <u>Prepared for the</u> <u>Future</u></p>	<p>Goal 5</p> <p>Advance system-wide excellence in teaching and leading</p>	<p>Strategic Plan</p> <p><u>Excellence in Teaching and Leading</u></p>
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