

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 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, and Îyârhe Nakoda and the Metis 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

Heritage Heights is a rural K-9 program with a historical average of under 500 students. During this post-pandemic year, our student population increased to 489 students while decreasing by 2 FTE teaching staff members from previous year of 440 students. Our instructional team included 23 administration and teaching staff and initially 7 Educational Assistants, increasing to 9 after additional numeracy and literacy funding supported an increase. Class sizes averaged 28 with the largest being 35 in our grade 7 class.

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, students shifted to an almost normal school year as pandemic restrictions were lifted and student cohorts, we able to mix without masks. Our school response was limited to asking children to say home until symptom free and no classes had to be put into at-home learning arrangements. Our staff maintained a basic level of learning support for isolating students through Google Classrooms equipped with at least some literacy and numeracy resources.

Our school is adjacent to the Scott Seaman Arena where partnerships allow our students the ability to participate in a hockey program utilizing a FSD teacher on staff to support this program.

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.



A Year in Review

Highlights and Accomplishments

SUCCESS Relaunch of “normal” practices

- Relaunch of unrestricted extracurricular events and teams.
- Student led activities and assemblies.
- Honouring and celebrating together as a community

ENGAGEMENT Renewal of CTF and optional courses

- Student engagement around CTF (Career and Technology Foundations). What do we want to explore?
- Combination of required “sprints” vs requested options.

SUPPORT A year of limited pressure, yet urgency.

- Recognizing that returning to normal was new.
- Student learning lag and new Alberta Assessments and support dollars.
- Re-addressing practices that support maximizing student, parent and teacher collaboration.

Trends and Challenges

TRENDS

- **Relationships are more important than content.** The biggest lesson that needs to be learned following the pandemic. Students who were successful at online learning had a good return to school. Others required additional time and attention to supporting school readiness. Just as valid in early elementary as in junior high.
- Students were craving attention and connection to others. Buddy activities had the greatest impact on overall culture.
- Our staff, students and parents are considering what the “new normal” means in relation to our motto and connection to the Leader in Me program. **Is it time to create a made in Heritage Heights Character and Leadership development program?**

CHALLENGES

- Staffing continued to be a challenge all year. Taking on extracurricular was a challenge for many educators, yet our community continues to support with their time to keep our programs strong.

- Students with behavioral and emotional needs were addressed, however finding time to mentor so many was a challenge. **How can peer and community supports help and/or will this settle with routine and a focus on relationships?**
- Parent involvement started this year but is still low overall in relation to pre-pandemic levels.



Alberta Education Assurance Measures Report Summary

Assurance Domain	Measure	Heritage Heights 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	79.4	82.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.8	83.3	83.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	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	80.8	n/a	82.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	27.5	n/a	27.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	86.6	89.7	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.8	72.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	71.5	64.1	73.8	78.8	79.5	81.5	Low	Maintained	Issue

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.*

All things considered, there we take pride in the above results as it demonstrates that regardless of the challenges of the pandemic our work remains strong and valued. With parental involvement declining, we consider this a side effect of the uncertainty around the pandemic and the safety measures put in place. We look forward to learning with our families how best to reengage with school as partners in learning.

Engagement

Our Story of Engagement

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.

The Measurable Results Assessment (MRA) was administered beyond regular measures via the Leader in Me program currently subscribed to in our school. The participation by families, students and staff was well below expectations and likely due to the June timing of this assessment. The MRA did not provide any valuable results or feedback due to the low turnover.

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: <ul style="list-style-type: none"> • SOS-Q survey • student council opportunities • Students Matter engagements • MRA Survey (Poor) 	<p style="text-align: center;">Good</p>
Staff Engagement: <ul style="list-style-type: none"> • PLC Survey • Leadership Meetings • Regular staff meetings with a focus on division specific needs 	<p style="text-align: center;">Good</p>
Parent Engagement: <ul style="list-style-type: none"> • School Council/Fundraising • MRA Survey (Poor) • Weekly parent updates 	<p style="text-align: center;">Excellent</p>
Community Engagement: <ul style="list-style-type: none"> • Dunbow Rec Board • Scott Seaman • Community Concern (re: vandalism) Meeting 	<p style="text-align: center;">Good</p>
Communications: <ul style="list-style-type: none"> • Ongoing teacher weekly briefings • Monthly Newsletter • Social Media and coordination with school council 	<p style="text-align: center;">Good</p>

Areas of Strength:

- Parents appreciated and commented frequently on the benefits of weekly updates.
- School council and fundraising coordination of communication and social media posts.

Areas for Growth:

- Leader in Me MRA (Measurable Results Assessment) was poorly participated in by all levels and indicated fatigue in either surveys or the LiM program in general.
- Separating the staff meetings by division was somewhat effective to get specific tasks complete, however staff have expressed feeling disconnected therefore this has been reversed in the 2022-2023 school year.

Next Steps:

- Transition newsletters to an online link to monitor for engagements. Currently sent as a PDF, if sent as a link to the online PDF, Google analytics on our website can be used to monitor engagements. Not sure about the effectiveness of a once-per-month month newsletter in a digital age.

Continuous Improvement Results Analysis

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance evidence-based continuous improvement and assurance 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	86.6%	64.1%	80%
2021-2022	88.3%	71.5%	70%
Evaluation	Good	Improving	Issue

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1131 Heritage Heights School



Assurance Domain	Measure	Heritage Heights 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	79.4	82.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.8	83.3	83.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	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	82.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	27.6	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	88.3	86.6	89.7	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.8	72.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	71.5	64.1	73.8	78.8	79.5	81.5	Low	Maintained	Issue

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	96%	93%	97%	92%	66%	77%
Evaluation	Excellent	Excellent	Excellent	Excellent	Concern	Good

Aggregate Summary

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

193

Results in Set

92% Program of Studies	93% Work Preparation	93% Citizenship	61% School Improvement	92% Welcoming, Caring, Respectful...
97% Quality of Education	88% Life Long Learning	96% Student Learning Engagement	77% Parental Involvement	81% 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: Literacy Foundations and Development	Good
Strategy 2: Concrete to Fluency in Mathematics	Good

Areas of Strength:

- Clear intent and desire to address and support learners in both literacy and numeracy at all levels.
- Collaboration with learning support team and EA deployment has helped.

Areas for Growth:

- Lack of consistency and teacher overload during this past year may have limited growth.
- Uncertainty over new curriculum development and implementation in 2022-2023 school year influenced buy in.
- Many students show lack of school readiness and having lingering effects as grades progress for students to engage in new learning with reduced distractions.

Next Steps:

- Address learning needs as early as possible and develop targeted literacy intervention groups with parental volunteer support sooner in the school year.
- Commit time for teachers to plan in teaching teams (PLT) to target core questions of learners to focus conversations:
 - What do we want students to learn?
 - When will we know when they learn it?
 - How will we respond when they don't?
 - How will we respond if enrichment is required?



Support

Our Story of Support

During this year, we were able to hire two educational assistants who worked to address specific learning needs in math and science in our early years. Our Learning Support Team coordinated their talents to direct learning supports as effectively as possible and this included:

- Small, targeted group literacy and numeracy sessions.
- Individual support for learners with exceptionalities.
- Exploration of the use of universal strategies to support learners in all classroom.
- Further development of Universal Design for Learning strategies and structures that support the development of learning engagements that provide low floor, high ceiling experiences for students.

Wellness activities to reconnect students were developed by our leadership student team. This included whole school activities and a return to pep-rallies and assemblies.

Learning Supports Results Analysis

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p> <p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></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. 	<p><i>Indicators of achieving outcomes</i></p> <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.

	<ul style="list-style-type: none"> Students will know the difference between and how to manage health stress and traumatic stress. 	<ul style="list-style-type: none"> 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	88.9%	62.1%
2021-2022	87.8%	66.1%

Evaluation	Good		Improving		
<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	Elementary 63% Junior High 77%	63% 75%	54% 61%	68% 33%	61% 53%
2020-2021	Elementary 66% Junior High 83%	65% 81%	56% 64%	75% 35%	71% 66%
2021-2022	Elementary 76% Junior High 67%	63% 66%	51% 48%	72% 24%	67% 53%
Evaluation	Good	Good	Concern	Concern	Concern

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: Use the Community Helpers Program and other CMHS programs to support teachers and students	Poor
Strategy 2: Promote wellness and mindfulness strategies in classrooms and staff meetings	Good
Strategy 3: Establish routine Husky (community building), Wellness (individual and class) and Leadership (Leader in Me) hours into every timetable once per cycle.	Good

Areas of Strength:

- Student driven activities and celebrations had the greatest impact on student well being and feeling of connectedness.
- The use of classroom circles continues to provide open dialogue between staff and learners to address community challenges and peer relationships.

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Areas for Growth:

- A school wide wellness plan has not been championed by a team in our building. Staff express that there was too much on their plates and this fell the wayside. There is some desire to continue this from a more grassroots approach as we start the 2022-23 school year.
- Internal and external resilience continue to lag behind other indicators in our SOS-Q results. We are curious if this is an artifact of the pandemic or if addressing our school culture, mission and vision could support this.

Next Steps:

- Use stakeholder voice in developing a
- How can we better utilize our expert teams when addressing learning needs and challenges? Is there a way in which we can maximize the expertise in the classroom to solve and support growth vs. pulling out?

<p align="center">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></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: All teachers use benchmark assessments to flag and build plans for students with learning needs.</p>	<p align="center">Good</p>
<p>Strategy 2: Make Continuum of supports visible and use in all PLC/CRM meetings.</p>	<p align="center">Issue</p>
<p>Strategy 3: Increased focus on our RTI instruction in the classroom based on teacher diagnostic tools.</p>	<p align="center">Issue</p>

Areas of Strength:

- Data analysis. Our teachers are effective at reviewing and analyzing student data.
- Students can see the importance of benchmark assessments in their overall learning and development.

Areas for Growth:

- While our teachers engage in routine data analysis of student results in regards to benchmark assessment, following up and adapting learning plans based on this information is somewhat inconsistent.
- Time being a factor, these assessments and analysis could have been rushed due to the lingering challenges of returning from a pandemic year. For example, there were conclusions drawn quickly that poor results were due to the pandemic, therefore may be addressed by regular school.
- RTI instruction was limited to students in the highest need category.

Next Steps:

- Ensure all teachers have ample opportunity to review and address learning needs in their classroom through PLC conversations and regular reflective practice around benchmark and other assessments.
- Take time to review the continuum of supports and how to utilize the tools available for students success.

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</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. 	<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.

learning experiences that can be applied now and in the future for success.	<ul style="list-style-type: none"> Students will be well prepared for their future while remaining current and relevant in the local and global contexts. 	<ul style="list-style-type: none"> Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.
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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	80.7%	83.3%	83.3%	86.6%	81%	82.4%
2021-22	75.9%	75%	82.8%	88.3%	75.5%	79.4%
Evaluation	Issue	Issue	Good	Good	Issue	Good

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2020-21	NA	NA	NA	NA	NA
2021-22	NA	NA	NA	NA	NA
Evaluation					

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	93%	71%	80%	88%	61%/66%	63%/74%	46%
2020-2021	93%	69%	80%	87%	60%/64%	75%/36%	33%
2021-2022	93%	69%	81%	86%	49%/55%	57%/53%	37%
Evaluation	Excellent	Good	Good	Good	Issue	Issue	Issue

2021

Category	Percent of responses that are positive
▲	
1. High Expectations	94%
3. Relevance	70%
4. Rigour	80%
5. Effort	88%
6. Challenge	71%
7. Skill	68%
8. Intellectual Engagement	68%

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)	85%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	57%
I often lose track of time because I am engaged by the learning in English / French Language Arts	59%
I often lose track of time because I am engaged by the learning in Science	76%
I often lose track of time because I am engaged by the learning in Social Studies	63%
I often lose track of time because I am engaged by the learning in Mathematics	66%

Category	Percent of responses that are positive
1. High Expectations	94%
2. Support	79%
3. Relevance	70%
4. Rigour	81%
5. Effort	87%
6. Challenge	59%
7. Skill	75%
8. Intellectual Engagement	57%

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)	64%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	49%
I often lose track of time because I am engaged by the learning in English / French Language Arts	56%
I often lose track of time because I am engaged by the learning in Science	57%
I often lose track of time because I am engaged by the learning in Social Studies	58%
I often lose track of time because I am engaged by the learning in Mathematics	56%

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: Connect learning commons facilitator expertise to teachers through scheduled PLC year plan discussions.	Good
Strategy 2: Use My Blueprint as a digital portfolio for all students and to identify career goals.	Poor
Strategy 3: Build capacity around maker centered learning through scheduling the Design Lab and Mobile Cart.	Poor

Areas of Strength:

- Teachers are open to exploring how design thinking and critical thinking can expand the educational offerings in our school

- Our learning commons facilitator continues to be an advocate for STEAM and provides multiple opportunities for students and adults to explore when in the Learning Commons for library time and as a club.

Areas for Growth:

- There has been some momentum to bring our LCF and classroom teachers together to build our STEAM offerings in the classroom. However, this is confined to a few classes or topic areas.
- There is little uptake in the use of the My Blueprint tool for student portfolios. We backed away partway through the year at the request of staff to remove barriers and/or new initiatives.
- No progress in design lab, mobile cart, or STEAM fair. Little desire to take on extras by staff.

Next Steps:

- Provide clear timelines and expectations for My Blueprint for all staff in the 2022-2023 school year.
- Design Lab has not progressed and is used only as a project work space for the school. How can we schedule the use of this space to encourage growth of this area? Contact experts for 3D printing resources and or workshops. Coding connections and kits? New curriculum is coming and will require greater uptake of coding and computational thinking.

<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: Students will apply learning to projects that reach beyond curriculum through MakerFare and STEAM Fair.</p>	<p align="center">Poor/Incomplete</p>
<p>Strategy 2: Teachers design unit plans utilizing Learning for Transfer Learning Launches or UBD design templates.</p>	<p align="center">Good</p>
<p>Strategy 3: Teachers use Guide to Success in PLCs to design learning for transfer</p>	<p align="center">Challenge</p>

Areas of Strength:

- All staff members worked collaboratively to create and review learning for transfer plans through a process of peer support and editing. These were provided to administration by the end of the school year.
- Staff met in PLC regularly to support planning and learning structures. Admin and learning coaches were welcome additions to these meetings.

Areas for Growth:

- MakerFare has not been widely adopted as “new” has not been welcome over the last year of the pandemic. We will need to shelve this idea until there are champions on staff to support.
- Team meetings (PLCs) at times were more focused on the “what” of learning, vs. assessment and clear targets. Continued work on this through templates and co-planning with support teams may continue to focus discussions.

Next Steps:

- Review what a PLC is and how best to run an effective meeting built around student work and outcomes.
- Require increased connection to STEAM concepts and logical connections to new curriculum as part of year plans.

<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</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, 	<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

<p>increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>Cultural Advisors, local leaders, and community positively impacts learner success.</p> <ul style="list-style-type: none"> • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. 	<p>perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</p> <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.
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<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">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 style="text-align: center;">Outcomes</p> <p><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 style="text-align: center;">Indicators</p> <p><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
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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"> • Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ 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. <p>Local</p> <ul style="list-style-type: none"> • 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	Gr 6 100	38	84	16	93	42	93	38	NA	NA
	Gr 9 100	35	69	20	84	27	90	27		

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	72%	67%	62%
2020-2021	68%	67%	72%
2021-2022	68%	82%	80%
Evaluation	Good	Good	Excellent

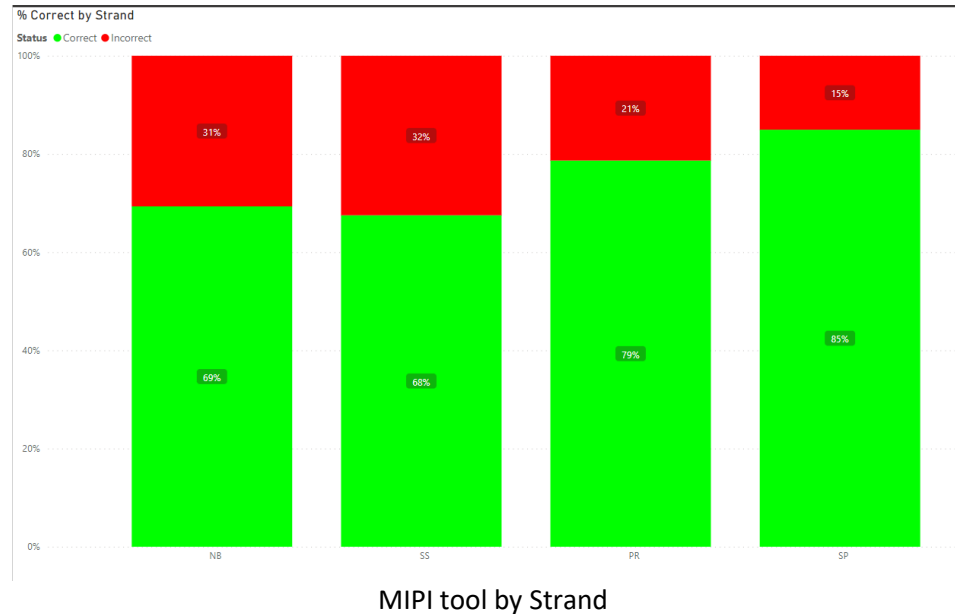


Grade Results by Year

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
2019-2020	61	78	65	80
2020-2021	70	66	79	86
2021-2022	68	61	78	88
Evaluation	Good	Good	Good	Good



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>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Library of resources to advance First Nations, Metis and Inuit learning gathered in our learning commons.	Good
Strategy 2: Circle of Courage introduced as a leadership tool connected to the Leader in Me framework.	Incomplete/progressing

Areas of Strength:

- Continued expansion of our FNMI resources in our school library and classrooms.
- Circle of courage was found to have tight connections to the Leader in Me 7-Habits character program.
- Increased use of land acknowledgement on a regular basis.

Areas for Growth:

- Systemic actions have not progressed to support the language of character education tied to First Nation's teachings.

Next Steps:

- Further conversations required to connect our next character support program to the Circle of Courage and 7 Grandfather Teachings.
- Explore the history of our land and location to recognize and understand the how and why of connecting to the land and its ancestors.

Strategies: Advance Literacy and Numeracy <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: Established resources and strategies used to build core capacities in literacy and numeracy.	Good
Areas of Strength: <ul style="list-style-type: none"> Interventions have shown some growth for students in early years. 	
Areas for Growth: <ul style="list-style-type: none"> Clear targets per grade have not been fully established or monitored in this calendar year. 	
Next Steps: <ul style="list-style-type: none"> Alignment of key outcomes and assessment targets within the new curriculum. Development of indicators of success at all grades for understanding of growth. 	

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56	<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.

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						81%
2020-2021	98%	99%	98%	97%	100%	64%
2021-2022	68%	72%	88%	68%	63%	53%
Evaluation	Poor	Poor	Good	Poor	Poor	Poor

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: Increased and promote teacher agency in the design of school based professional development days.	Good
Strategy 2: Reinforce strategic PLC planning through discussion and design plans.	Poor

Areas of Strength:

- Teacher driven PLCs are the most effective for learning and advancement of strategies and initiatives.



Areas for Growth:

- Lack of a sense of professional autonomy was clear during system wide, required learning days.



Next Steps:

- Collaborate with division office team to provide more in school professional learning days at the beginning of the year to set targets and collaborate at a site level.

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>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 Advance stakeholder engagement and communications	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		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
				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
Governance		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		