

Ecole Foothills Composite High School/Alberta High School of Fine Arts

School Annual Education Results Report 2022-2023

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.

[Ecole Secondaire Foothills Composite High School/Alberta High School of Fine Arts](#)

School Land Acknowledgement

École Foothills Composite High School / Alberta High School of Fine Arts is on Treaty 7 territory, a traditional travelling route, gathering place, and meeting grounds of Indigenous Peoples.

Our school is on the ancestral, traditional, and future lands of the Siksikaitsitapi, which is comprised of the Siksika, Piikani, Amskapi Piikani First Nations; the Tsuut'ina First Nation; and the Îyârhe Nakoda, including the Chiniki, Bearspaw and Goodstoney First Nations, as well as the Métis Otipemisiwak and Esikisimu Nunangat.

We are grateful for the languages, cultures, traditions, and histories of this land that influence our lives, providing the foundation to grow our knowledge and pursue our passions. Let this acknowledgement invoke in all of us a call to action to uphold our treaty relationships and fulfill our duties to reconciliation.

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.

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

[Board Policy 14: A Place for All](#)

Providing Assurance

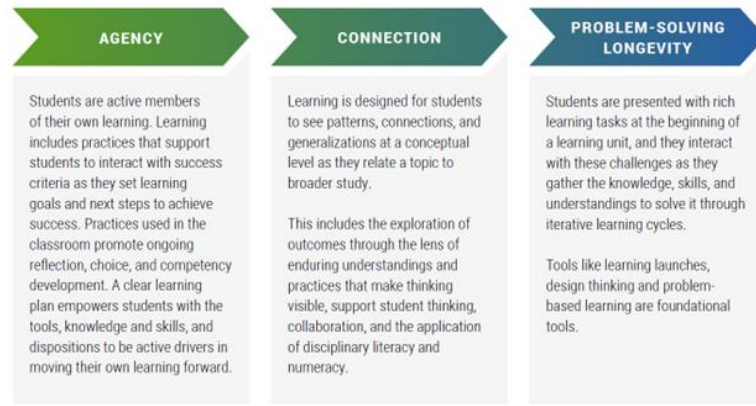
Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in [FSD Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

Our Goals and Strategies

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</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>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance	<p style="text-align: center;">FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</p>	Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</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>Goal: Advance Excellence in teaching, learning and leading</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>

» THE FUTURE-FOCUSED MODEL FOR LEARNING



About Our School

École Secondaire Foothills Composite High School and Alberta High School of Fine Arts High School work together in our building to ensure all student needs and interests are met. We are unique in that although there are two schools in our building, we offer all courses in our school to all students.

As for demographics, we serve the learning needs of approximately 1450 students in Grades 10,11 and 12. Currently there are approximately 60 teachers and 20 support staff with a common goal of “Improving Learning for ALL Students.”

We are committed to academic excellence in all areas of education: academics, the arts, athletics, and career and technology instruction. Together with strong character education, we believe these are all equally important contributors to the development and future employability of our students. We have safe, caring, and inclusive learning environments for our students.

Our Alberta High School of Fine Arts School, which is an integral part of our school community, is recognized for award-winning performances in all facets of art, choir, theatre, dance & music. AHSFA (Alberta High School of Fine Arts) is the perfect steppingstone to advancing in the Arts.

We also host a vibrant French Immersion Program, where students improve their French Literacy skills both through taking courses in Social Studies and French Language Arts. Students in the French Immersion program are exposed to a variety of authentic learning experiences in the French Language.

School Highlights and Celebrations

Here are a few highlights and celebrations that have been shared through local media outlets:

EOFCHS/AHSFA Website Newslink: [News link](#)

Articles from local news Sources:

- [Learning from a Siksika Elder](#)
- [New Media](#)
- [Skills competition](#)
- [Mechanics](#)
- [Clothing Drive](#)
- [Musical-Bye-Bye Birdie](#)
- [Paint a Potty Project](#)
- [Paint a Potty Winners](#)
- [Music Students soar in Niagara](#)
- [Concert Band](#)
- [Choir](#)
- [Football](#)
- [Volleyball](#)
- [Basketball- Sheep River Shoot Out](#)
- [Basketball Falcons to Provincials](#)

Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5319 Foothills Composite High School

Assurance Domain	Measure	Foothills Composite High Sch			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	75.9	78.7	78.7	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	63.6	64.0	70.0	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	88.3	93.4	92.7	80.7	83.2	82.3	High	Declined Significantly	Issue
	5-year High School Completion	97.0	94.6	93.2	88.6	87.1	86.2	Very High	Improved Significantly	Excellent
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	84.7	74.0	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	16.1	14.3	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	80.5	82.8	85.8	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.5	78.0	78.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.1	85.4	85.4	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	70.8	77.4	79.9	79.1	78.8	80.3	Very Low	Declined	Concern

Aggregate Summary

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

254

Results in Set

96% Program of Studies	61% Work Preparation	64% Citizenship	50% School Improvement	70% Welcoming, Caring, Respectful...
91% Quality of Education	59% Life Long Learning	81% Student Learning Engagement	66% Parental Involvement	70% Access to Supports

Legend (From the Alberta Education Assurance Measures Report - 2022)

- **Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.

We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.

Engagement

Our Story of Engagement

- [Community Engagement](#)
- [Engagement Opportunities](#)
- [Get Involved](#)
- [Advocacy](#)
- [Foothills Flourishing Community Award](#)
- [FSD News](#)
- [FSD Footnotes](#)
- [School Council Presentations](#)

Stakeholder Engagement 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 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>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> ● engagement, support, and success for each learner. ● 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 Foothills School Division. ● Measures indicate that parents are involved in school and system decision making processes. ● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education

	<ul style="list-style-type: none"> partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<p>results reports and budget decisions in support of student growth and achievement.</p>
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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/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: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Student Engagement: Continue to encourage student voice through meaningful opportunities for students to provide feedback.</p>	<p>Intermediate</p>
<p>Staff Engagement: Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being</p>	<p>Intermediate</p>
<p>Parent Engagement: Continue to promote and profile Community Engagement and discussion and collect parent voice in school-based decisions</p>	<p>Intermediate</p>
<p>Community Engagement: Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available</p>	<p>Intermediate</p>

Areas of Strength:

- Focused on clear communication with all stakeholders starting in 2023
- Created structures for voice (surveys, lead team meetings, etc.)

Areas for Growth:

- Continue to provide opportunities for voice for all stakeholders
- Continue with clear communication emails, newsletters, website, announcements, etc.)

Next Steps:

- Engage families to be involved in school council and our societies
- Build more partnerships with community members (Safety Committee)

Continuous Improvement Results Analysis

<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> ● Collaborative relationships with stakeholders. ● Meaningfully involved education partners and stakeholders. ● Sustained culture of continuous improvement and collective responsibility. ● The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. ● Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ● A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. ● Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> ● The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. ● AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
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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/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: 4-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
2019-2022	88.9%	82.4%	84%
2020-2021	86.6%	64%	74%
2021-2022	82.8%	77.4%	61%
2022-2023	80.5%	70.8%	63.8%
Evaluation	High	Intermediate	Intermediate

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
2019-2021						
2021-2022 (66 responses)	89%	78%	93%	79%	78%	77%
2022-2023 (254 responses)	81%	64%	91%	70%	70%	66%

Evaluation	High	Intermediate	Very High	Intermediate	Intermediate	Intermediate
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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: Continue to provide timely Assurance reporting to our stakeholders.	Intermediate
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	Intermediate

Areas of Strength:

- Student learning and engagement
- Education Quality

Areas for Growth:

- Citizenship
- Safe Caring Welcoming
- Continuum of SuppOrts implementation

Next Steps:

- Communicate openly and honestly with families through emails, newsletters, conversations, etc.
- Encourage Parental Involvement in School Council and events. Welcome them into our school.
- Opportunities and learning for Students to give them the opportunity to demonstrate citizenship
- Clarify expectations

Support

Our Story of Support

[Policy 14: A Place for All](#)

[Safe Positive Schools](#)

[FSD Resilience](#)

[Inclusive Learning](#)

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

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><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none">• Learners are active, healthy, and well.• Learners contribute to developing and advancing cultures of wellness and well-being.• Learners contribute to and feel welcomed, cared for, respected and safe.• Learners demonstrate understanding and respect for the uniqueness of all learners.• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.• Learners access a continuum of supports to be successful.• Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.• Learners build resilience and positive mental health skills.• Students’ Matters and Staff Advisory take action to support wellness and well-being system wide.	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none">• Improved wellness and well-being in students and staff.• Learning environments are welcoming, caring, respectful and safe.• Improved understanding of an inclusive education system.• Improved collaboration with education partners to support learning.• Improved wrap around services and supports enhances conditions required for optimal learning and wellness.• Continuum of supports enriches learning and meets the need of students, families, staff, and communities.
<p>Goal</p> <p><i>Desired Result</i></p>	<p>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p>

<p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> • Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<ul style="list-style-type: none"> • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Continuum of Supports is visible and accessible. • Collaboration with education partners to support student learning and well-being.
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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: 4-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

2019-2022	90.2%	N/A			
2020-2021	82.7%	75.2%			
2021-2022	84.9%	85.4%			
2022-2023	84.7%	77.1%			
Evaluation	High	Intermediate			
<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	91%	89%	80%	47%	87%
2020-2021	93%	88%	80%	50%	87%
2021-2022	90%	88%	78%	43%	84%
2022-2023	84%	82%	66%	38%	85%
Evaluation	High	High	Intermediate	Low	High
<p style="text-align: center;">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></p>					Evaluation <i>Impact of strategies implemented</i>
<p>Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.</p>					Intermediate
<p>Strategy 2: Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning</p>					Intermediate

environments are a place for all	
Strategy 3: Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.	Intermediate

Areas of Strength:

- Using data and feedback to improve learning environments for all
- Implementation of surveillance equipment

Areas for Growth:

- Create and inform all stakeholders on student handbook policies

Next Steps:

- Building a wellness continuum of supports

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.	Intermediate
Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.	Intermediate

Areas of Strength:

- Flexible spaces (learning commons, Falcon’s nests)

Areas for Growth:

- Extra supports need to be readily available and structured

Next Steps:

- Implementation of a continuum of support that meets the needs of all students.
- Implementation of before school Connect time

Success

Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)
[Indigenous Learning](#)
[Principles of Practice for French Immersion](#)
[Principles of Practice for Literacy](#)
[Principles of Practice for Numeracy and Mathematics](#)

Student Growth and Achievement Results Analysis

<p style="text-align: center;">Goal 1 <i>Desired Result</i></p> <p style="text-align: center;">Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
<p style="text-align: center;">Goal 2 <i>Desired Result</i></p> <p style="text-align: center;">Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek 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 within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

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| | <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. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. | <ul style="list-style-type: none"> • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. |
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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: 4-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
2019-2020	88.5	74.1	75.7%	88.3%	82.8	n/a
2020-21	82.7	71.4	76%	86.6%	73.5	86.1%
2021-22	86	65.9	52.2%	82.8%	69.3	78.7%
2022-23	87.4	62.5	63.6%	80.5%	63.6	75.9%
Evaluation	Very High/Maintained	Very Low/Declined	Very Low/Declined Significantly	Very Low/Declined Significantly	Intermediate	n/a/Declined

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-2020	1.4	90.8	34.5	74.2	n/a
2020-21	.6	93.9	40.8	73.4	n/a
2021-22	.4	93.4	34.3	82.7	n/a
2022-2023	.9	88.3	31.8	80.9	n/a
Evaluation	Very High/Maintained	High /Declined Significantly	Intermediate	Very High	

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	95	62	83	88	63	78	57
2021-2022	92	57	77	81	39	52	67
2022-2023	93	57	78	84	47	57.5	62
Evaluation	High	Intermediate	High	High	Low	Intermediate	Intermediate

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: Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies strategy	High
Strategy 2: Engage and expose students to a greater breadth of possible careers.	High
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	Intermediate

Areas of Strength:

- Vast CTS (Career and Technology Studies) array of and CTF (Career and Technology Foundations) courses available

Areas for Growth:

- Connections to authentic exposure to careers extending outside of the building

Next Steps:

- Build more work experience, RAP and Dual Credit opportunities for students

<p align="center">Strategies: Advance Learning for Transfer</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success</p>	<p align="center">Intermediate</p>
<p>Strategy 2: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.</p>	<p align="center">High</p>

Areas of Strength:

- Assessment, grading and reporting principles are strong
- Some deep and transferable learning happening

Areas for Growth:

- Professional Development will focus on Deep and Transferable learning.

Next Steps:

- Professional Development for staff to engage in the work
- Seek out staff with strengths in this area to be leaders in this learning

<p align="center">Goal 3</p> <p align="center"><i>Desired Result</i></p>	<p align="center">Outcomes</p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators</p> <p align="center"><i>Indicators of achieving outcomes</i></p>
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). 	<ul style="list-style-type: none"> • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.

	<ul style="list-style-type: none"> • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	
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<p>Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.
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Measures and Targets

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

Provincial

- **Learning Outcomes (Diploma):**
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives in regard to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self-identifying as First Nations, Metis, and Inuit peoples in PASI.
- **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

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)
2022-23 (FCHS)	78.6	12.5	74.3	2.9	64.7	17.6	47.1	7.1	89.5	12.3	79.2	22.2	74.6	19.4	93.5	48.4	78.0	24.4	58.1	8.1
2022-23 (Prov)	83.7	10.5	86.2	12.7	70.8	29	71.1	15.2	83.5	15.9	78.1	12.3	82.7	32.8	80.5	37.0	82.3	39.9	79.4	23.1

Diploma Exams	Français /French Language Arts				Etudes Sociales			
Course	30-1				30-1			
Achievement	Acceptable (%)		Excellence (%)		Acceptable (%)		Excellence (%)	
2022-23 (FCHS)	100.0		0.0		n/a		n/a	
2022-23 (Prov)	93.1		6.1		n/a		n/a	

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	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a
2021-2022	51	52	29	78
2022-2023	79	94	52	98
Evaluation	High	Very High	low	Very High

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: Advance the ease of access and use of the Foothills School Division's Staff Learning Link	Intermediate
Strategy 2: Use data of MIPI, High school exams and diplomas and other evidence to work within PLTs to drive instruction.	Intermediate

Areas of Strength:

- Results in all strands rose significantly
- Overall results indicate strong skills in math overall

Areas for Growth:

- Shape and Space needs more attention
- Analyze data over time

Next Steps:

- Use data to drive instruction
- Use multiple sources to analyze math (triangulate evidence)

Evidence and Key Insights
Advance First Nations, Métis, and Inuit student success
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	48%	100%	42%	100%	49%	100%	52%	100%	71%	100%	57%	100%	74%	100%	81%	100%	56%	50%
Evaluation	L	H	L	H	L	H	L	H	I	H	L	H	I	H	I	H	L	

Strategies: Advance First Nations, Métis, and Inuit student success

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

Evaluation

Impact of strategies implemented

Strategy 1: Develop and implement Indigenous Studies (LDC) 15, 25, 35 courses at FCHS/AHSFA in accordance with the Truth and Reconciliation Commission Call to Action #62.

High

Strategy 2: Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.

Intermediate

Strategy 3: Continue to develop and improve instructional practices to support First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

Intermediate

Areas of Strength:

- Students overall believe Truth and Reconciliation is Important
- Students overall feel they understand Truth and Reconciliation

Areas for Growth:

- Teachers sharing indigenous perspectives

Next Steps:

- Students need to feel comfortable sharing their culture.
- Embed learning into PD days

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>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • Measures indicate 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 learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	71.6
2020-2021	40	45	63	48	73	N/A
2021-2022	26	42	43	43	59	54.8
2022-2023	60	67	56	55	65	n/a
Evaluation	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	n/a

Strategies: Advance excellence in teaching, learning, and leading

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

Evaluation

Impact of strategies implemented

Strategy 1: Mentoring and empowering teachers in educational leadership roles.

Intermediate

Strategy 2: Collaborative structures within the school to be solidified (Lead Team, SRT, Admin team meetings, etc.)

Intermediate

Strategy 3: Professional Development days learning aligns with school and divisional goals and priorities.

Intermediate

Areas of Strength:

- Structures being re-established

Areas for Growth:

- Need to continue to build systemness

Next Steps:

- Involve staff in the planning and implementation of PD