

Year 3 - Ecole Foothills Composite High School/Alberta High School of Fine Arts School Annual Education Results Report 2023-24

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](#)

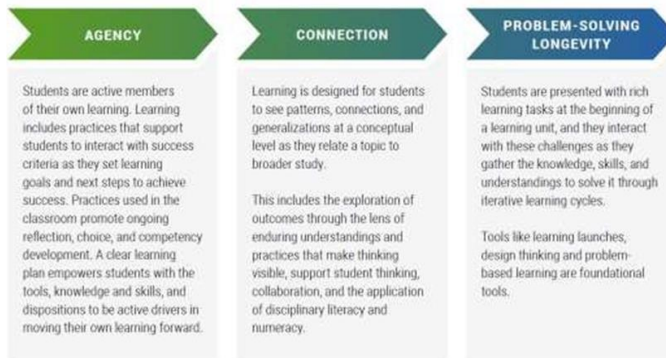
Providing Accountability and Assurance

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's Education Plan](#) and [Annual Education Results Report](#) (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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

THE FUTURE-FOCUSED MODEL FOR 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		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>

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 2023/2024

[Foothills Comp goes for Tier I Football crown](#)

[GALLERY: Okotoks students remember veterans in ceremony](#)

[Okotoks students recreate an iconic musical](#)

[GALLERY: Okotoks students stage hit musical 'Chicago'](#)

[Indigenous courses developed in the Foothills - Okotoks & Foothills News](#)

[A locally developed course teaches First Nation, Metis, and Inuit history](#)

[T.GALLERY: Battle of Okotoks down to the wire in high school basketball](#)

[Foothills Falcons are heading to the Sugar Bowl, alumni return for exhibition match](#)

[Skills Canada Alberta Provincials at Edmonton Expo Centre](#)

[Top rugby teams compete in tournament south of Calgary](#)

[Okotoks students advance to Skills nationals in Quebec City](#)

[Okotoks seniors celebrate 2024 graduation ceremony](#)

[\(GALLERY\) Foothills Composite's Class of 2024 marks a major milestone](#)

[Foothills Falcons claim soccer league title over Knights](#)

[Okotoks students construct Skills Canada National medals](#)

[Emissions discussed at Canadian Environment Week event in Okotoks](#)

[Foothills Comp grad inspires the next generation](#)

[Foothills Falcons claim soccer league title over Knights](#)

[Arts students bringing Sweet Showcase to Okotoks](#)

[Okotoks arts students putting on a sweet show](#)

[GALLERY: Sweet event at Okotoks high school](#)

[Okotoks students beautifying park bathrooms](#)

Alberta Education Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	81%	High
Citizenship	75%	Intermediate
Education Quality	81%	High
Lifelong Learning	65%	Low
Parental Involvement	71%	Intermediate
Program Access	80%	High
Program of Studies	91%	Very High
Program of Studies/At risk students	85%	High
Safe and Caring Schools	84%	High
School Improvement	63%	Low
Student Learning Engagement	81%	High
Welcoming Caring Responsive Student Learning Environment	85%	High
Work Preparation	68%	Low
Alberta Education Assurance Measures (AEAM)	Positive Responses	Evaluation
Access to Supports and Services	72.1	Intermediate
Citizenship	64.5	Very Low
Education Quality	79.4	intermediate
Lifelong Learning	70.7	Intermediate
Parental Involvement	66.6	Very Low

Program Access	68.4	Low
Program of Studies	82.4	Very High
Program of Studies/At risk students	73.3	Very Low
Safe and Caring Schools	81.1	Intermediate
School Improvement	64.6	Very Low
Student Learning Engagement	73.1	Intermediate
Welcoming Caring Responsive Student Learning Environment	72.1	Intermediate
Work Preparation	66.9	Low

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

- Policy 1: Divisional Foundation Statements
 - Advocacy
- A Shared Responsibility: Safety for All
 - Celebrations for All
- Celebrating our Flourishing Community
 - Engagement Opportunities
- Foothills Flourishing Community Award
 - FSD Footnotes
 - FSD Social Media
 - FSD News
 - Get Involved
 - Governance

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 • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

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.
- **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

- **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?
- **FSD 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 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*

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: Student Engagement - Continue to encourage student voice through meaningful opportunities for students to provide feedback.	Intermediate
Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being	Intermediate
Strategy 3: Parent Engagement - Continue to promote and profile Community Engagement and discussion and collect parent voice in school-based decisions.	Intermediate
Strategy 4: - Partnerships -Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.	Intermediate

Areas Of Strength

Student Engagement

- Active Student Matters committee and Student Union that seek feedback from their peers
- Daily announcements for students are both visible throughout the building and shared on our school website
- Falcons News is broadcast Daily by students for students in the morning at school

Staff Engagement:

- Creation of Wellness team made up of staff that promote wellness throughout the building (events, presenting at Staff meetings)

- Lead Team, made up of 1-3 teachers from each department) meets bi-weekly to collaborate and give staff voice
- Weekly memo sent to staff which feature opportunity for staff to be informed and share ideas

Parent Engagement:

- Active involvement by parents in The Fine Arts Society and the Athletics Society (large turnouts at events)

Partnerships:

- Partnership with the Town of Okotoks (Safety for All Committee)
- A variety of FSD community events take place in our building (Opening Day, System Learning Days, Student Matters)
- Collaboration and partnership started with Foothills Community Immigrant Services

Areas for Growth:

- Monthly newsletter to families sent to both parents and students
- Share data and evidence of learning with School Council and gather their feedback
- School Website needs refining
- Improve structure of Lead team meetings to ensure all staff voices are represented
- Analyze a variety of data with all stakeholders

Next Steps:

- Monthly newsletter will be sent to parent emails and posted on website [Principal's Monthly Updates](#)
- Website is updated to include timely and relevant information
- The School Announcements will be posted on our website daily
- Engage families to be involved in school council and our societies
- Continue to build partnerships with community stakeholders (Foothills Community Immigrant Services, Town of Okotoks)
- Support student Union and Student Matters Action items
- Plan for opportunities for all stakeholders to analyze evidence (Student Matters School Council, Staff PD days)

Continuous Improvement Results Analysis

Goal Desired Result	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • 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 • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • 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 • 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 in 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

- **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?
- **FSD 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 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
2020-2021	86.6%	64%	74%
2021-2022	82.8%	77.4%	61%

2022-2023	80.5%	70.8%	63.8%
2023-2024	79.4%	66.6%	64.6%
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
2020 -2021						
2021-2022 (66 responses)	89%	78%	93%	79%	78%	77%
2022-2023 (254 responses)	81%	64%	91%	70%	70%	66%
2023-2024 (300 responses)	81%	75%	81%	84%	81%	71%
Evaluation	High	Intermediate	High	High	High	Intermediate

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

Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students

Intermediate

Areas of Strength:

- Over 80% of parents feel the school is doing a great job in terms of student learning and engagement, education quality, safe and caring environments and access to supports.
- Comparing from year to year, the feeling that the school is a safe and caring environment has increased by 14%.
- Parents also feel that the access to supports for their children is readily available as the data shows, when comparing years, an increase of 11%
- We saw growth in terms of student citizenship (11%) and parental involvement (5%).

Areas for Growth:

- Education Quality is still high at 81%, but comparing year over year, the perception of our school providing quality education has dropped by 10%
- Continuous improvement of our school did increase by 1.2% but is still in an area of growth based on the overall data point of 64.6%.
- Based on the data shared by the Alberta Education Assurance Survey, Parental Involvement within the school has dropped by 4% compared to last year. Though it is still relatively good at 66.6%, this needs to be an area that is a focus.
- FSD Assurance Survey, which was based primarily on parent voice for all students at the Foothills Composite High School, of 5% from year to year. The overall value of 71% still is something that can be improved upon as parent involvement is essential for continued success.

Next Steps:

- Communicate openly and honestly with families through emails, newsletters, conversations, etc on a consistent basis, whether the information is positive or negative. This will demonstrate transparency and honesty, which builds trust within the community.
- Encourage Parental Involvement in School Council and events. We have an arts society and a sports society that all fall under the umbrella of the School Council. If we can create opportunities for everyone to come together to develop whole school growth, this could lead to more involvement across the board.
- Share our educational quality highlights such as diploma results, with our school community through our school newsletter so that parents can see how well we are doing in comparison to the province.

Support

Our Story of Support

- AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
 - Policy 14: A Place for All
 - A Flourishing Community
- Celebrating our Flourishing Community
 - Parent and Community Connect
 - Inclusive Learning
 - Student Learning
 - Support for Parents
- Truth and Reconciliation for Learner Success Toolkit

Learning Supports Results Analysis

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

	<ul style="list-style-type: none"> • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • cross-ministry initiatives and 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 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 provides assurance of continuous improvement and student growth & 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
2020-2021	82.7%	75.2%
2021-2022	84.9%	85.4%
2022-2023	84.7%	77.1%
2023-2024	81.1%	72.1%
Evaluation	High	Intermediate

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

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	91%	89%	80%	47%	87%
2021-2022	93%	88%	80%	50%	87%
2022-2023	90%	88%	78%	43%	84%

2023-2024	84%	82%	66%	38%	85%
Evaluation	High	High	Intermediate	Very Low	High

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: 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.	Intermediate
Strategy 2: Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all	Intermediate
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
Strategy 4: Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community.	Intermediate
Strategy 5: Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing	Intermediate

Areas of Strength:

- Data from the Alberta Education Assurance Survey reported that 81.1% of students, teachers and parents feel that the school is safe and caring.
- Year over year the data from the Alberta Education Assurance Survey reported a drop in access to supports by 5%, but overall, 72.1% of students, teachers and parents felt that the school had a positive attitude around access to supports.
- Students that completed the SOS-Q Survey reported a high level of safe and caring environments, which was 84%, external resilience at 82%, and peer relations at an overall value of 85%.
- There was a slight increase in peer relations, 1%, which tells us that students are finding connections easier and creating more relationships.

Areas for Growth:

- Year over year, Internal Resilience continues to drop. Over a four-year span the value has dropped by 9%. This tells us that students are continuing to struggle with dealing with the various issues that arise not only within the school, but outside the school.
- Student self-confidence has fallen by 12% in comparison to last year. This correlates with the internal resilience issues that we are seeing with our students.

Next Steps:

- Seek opportunities to share our school supports with the school community so that students are aware of what is available on campus.
- Share with the School Council what kind of supports are offered within the Foothills Composite High School, as well as highlighting outside resources that the school and the division has a connection with.

- Bring in resources from within the Foothills School Division to hold sessions around wellness and well-being for the school community.

<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: 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.</p>	<p align="center">Intermediate</p>
<p>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.</p>	<p align="center">Intermediate</p>
<p>Strategy 3: Continue to engage students, staff and parents in strategies that support student success.</p>	<p align="center">Intermediate</p>

Areas of Strength:

- We continue to provide flexible spaces (learning commons, Falcon’s nests) for students to complete their work and find success in their classes.
- Teachers have created consistent communication with Learning Coaches, Academic Councilors, and FSLC around student needs, and student support.
- Learning Coach meetings to support teachers with strategies and goals for students on individualized learning plans and behavior support plans
- The administrative team, along with the Learning Coaches and the FSL Councilors have monthly Student Support meetings to discuss at-risk students within each grade level to create targeted and individualized strategies that will support the student both academically and socio-emotionally (e.g., Attendance protocol, updated CRT structure based on staff feedback)
- Collaboration with the various Directors at Division Office

Areas for Growth:

- Extra supports need to be readily available and structured
- More work with Universal Design where teachers are implementing a variety of strategies to support an increasingly diverse student population within the classroom

Next Steps:

- Look at creating a Wellness Day for all grade levels
- Creating additional connections to more outside agencies
- Referral Process for FSLC Services determining best type of service response (Universal/Targeted/Individual)

Success

Our Story of Success

- [Alberta Learning Competencies](#)
- [Assessment and Reporting](#)
- [Career Education](#)
- [Innovation and Design](#)
- [Learning that Transfers](#)
- [First Nations, Métis, and Inuit student success](#)
- [French Immersion](#)
- [Literacy](#)
- [Numeracy](#)

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
<p><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><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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. • learners apply knowledge, understanding and skills in real life contexts and situations
<p>Goal 2</p> <p><i>Desired Result</i></p> <p>Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p><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 • students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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 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 (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **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 provides assurance of continuous improvement, 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
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
2023-2024	82.4	66.9	64.5	79.4	70.7	73.1
Evaluation	High	Intermediate	Intermediate	High	Intermediate	Intermediate

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
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
2023-2024	.9	92.6	33.0	83.3	59.8% (4+exams)
Evaluation	Very High	Very High	n/a	High	Low

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
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
2023-2024	89	51	74	81	34	41	53
Evaluation	High	Low	Intermediate	High	Very Low	Very Low	Low

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	Intermediate
Strategy 2: Engage and expose students to a greater breadth of possible careers.	Intermediate
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
Strategy 4: Advance the use of my Blueprint as an ePortfolio, career exploration tool	Intermediate

Areas of Strength:

- We, as a school, continue to demonstrate high results with our Program of Studies, which was reported at 82.4%. This was slightly down from the previous year by 5% but still was a great indicator.
- The Alberta Education Assurance Survey reported that staff, parents, and students believe that the Foothills Composite High School provides a good Quality of Education, with a rating of 79.4%; which was down slightly from the previous year by 1.1%.
- The Alberta Education Assurance Survey also reported that staff, parents, and students believe that the Foothills Composite High School provides a good Life-Long Learning, which increased by 7.1%, to report out at 70.7%.
- Our overall school completion rate increased by 4.3% to a reported value of 92.6%
- The FSD Intellectual Engagement Survey reported that students felt that there were High Expectations for their learning, reporting at 89% and that 81% of the students understood the amount of effort that was expected.\

Areas for Growth:

- The FSD Intellectual Engagement Survey reported that students felt that there wasn't as much relevance to what they were learning in classes. This was reported at a value of 51%.
- In terms of engagement within the groupings of ELA/Social Math/Sci and CTS/CTF, students were not engaged in their learning. 34%, 41%, and 53% respectively were engaged.
- The Alberta Education Assurance Survey reported that staff, parents, and students believe that work preparation done by the Foothills Composite High School

- Connections to authentic exposure to careers extending outside of the building to provide more relevance for the students. This past year only 51% of students find what is being taught has relevance

Next Steps:

- Build more work experience, RAP and Dual Credit opportunities for students
- Look at opportunities to create cross-curricular scenarios between core classes and CTS. This would allow for more connection to the curriculum.
- Field trips to SAIT, Mount Royal University, St. Mary's University and other post-secondary facilities to provide students the chance to see what comes next
- Increase the visibility and marketing of when post-secondary schools are coming to the comp so that more grade 12 students can be immersed in the information.

<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">Intermediate</p>
<p>Strategy 3: Advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.</p>	<p align="center">Intermediate</p>

Areas of Strength:

- Assessment, grading and reporting principles are strong
- Some evidence of deep and transferable learning happening
- 80% of students at our school qualified for the Rutherford Scholarship in grade 12
- Results from the Alberta Education Survey show that student work preparedness rose by 4.4% from the previous year
- Results from the Alberta Education Survey also show that Lifelong Learning results rose by 7.1 percent from the previous year

Areas for Growth:

- Professional Development will focus on Deep and Transferable learning.
- Need to dig deeper into the data with the staff to specifically identify areas for growth

Next Steps:

- Professional Development for staff to engage in the work and deepen their understanding of learning for transfer
- 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">Indicators</p>
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<p>Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools • FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
<p>Goal 4 <i>Desired Result</i> Advance literacy and numeracy 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> 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</p>	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy • learners apply knowledge, understanding and skills in real life contexts and situations 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,

	<p>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.”</p> <p>AB ED Ministerial Order on Student Learning</p>	<p>vocabulary, and comprehension (listening and written)</p> <ul style="list-style-type: none"> • 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

Provincial

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and 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)	90.8	7.7	85.3	10.3	80.4	22.5	72.4	15.3	85.1	11.8	89.2	12.0	90.0	26.9	92.2	39.0	83.6	38.2	74.7	13.3
2022-23 (Prov)	83.7	10.5	86.2	12.7	70.8	29.0	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
2023-24 (FCHS)	92.3	12.6	89.0	14.7	80.0	36.5	81.9	12.9	96.0	27.0	86.4	14.0	87.4	25.7	93.4	40.6	89.4	34.8	78.8	18.2
2023-24 (Prov)	84.2	10.1	85.7	12.9	75.4	34.9	70.9	15.4	85.2	18.7	77.6	12.7	83.1	33.7	82.9	38.0	85.1	43.1	81.3	24.6

Diploma Exams	Français /French Language Arts				Etudes Sociales			
Course	30-1				30-1			
Achievement	Acceptable (%)		Excellence (%)		Acceptable (%)		Excellence (%)	
2022-23 (FCHS)	87.5		0.0		n/a		n/a	
2022-23 (Prov)	93.1		6.1		n/a		n/a	
2023-2024 (FCHS)	100.0		0.0		n/a		n/a	

2023-2024 (Prov)	95.3	8.6	n/a	n/a
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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
2021-2022	n/a	n/a	n/a	n/a
2022-2023	51	52	29	78
(FCHS)	79	94	52	98
2023-2024	n/a	n/a	n/a	n/a
Evaluation	N/A	N/A	N/A	N/A

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:

- Overall Diploma results for the 2023-2024 year showed that the Foothills Composite High School outperformed the province in English Language Arts for both 30-1 and 30-2.
- The Foothills Composite High School achieved a higher percentage for standard of excellence than the province for both ELA 30-1 and ELA 30-2.
- Overall Diploma results for the 2023-2024 year showed that the Foothills Composite High School outperformed the province in Social Studies for both 30-1 and 30-2.
- The Foothills Composite High School achieved a higher percentage for standard of excellence than the province for both Social Studies 30-1 and 30-2
- Overall Diploma results for the 2023-2024 year showed that the Foothills Composite High School outperformed the province in Mathematics for 30-1

- The Foothills Composite High School achieved a higher percentage for acceptable standard than the province for Math 30-2, Bio 30, and Physics 30.
- Overall Diploma results for the 2023-2024 year showed that the Foothills Composite High School outperformed the province in Chemistry 30.

Areas for Growth:

- Math 30-2, Bio 30, Physics 30, and Science 30 were all below the province in their overall percentage for standard of excellence. The difference ranged from 5-9% depending on the class.
- Science 30 overall percent was below in the acceptable standard in comparison to the province for the 2023-2024 year.
- French Language Arts overall percentage was below in the standard of excellence in comparison to the province for the 2023-2024 year.

Next Steps:

- Use data to drive instruction. With the school using their own pre-tests for each strand in mathematics, this will help to determine where the focus needs to be placed on the student growth and success.
- Look at opportunities to provide more procedural and conceptual learning within the math classes to create a better overall understanding of mathematics
- As a math department, break down assessments while looking at the provincial data to create key insights to successes and struggles.

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)																			
2022-2023	48%	100%	42%	100%	49%	100%	52%	100%	71%	100%	57%	100%	74%	100%	81%	100%	56%	50%	
2023-2024	44%	86%	40%	71%	45%	86%	54%	86%	70%	86%	53%	100%	74%	86%	81%	86%	54%	43%	

Evaluation	Very Low	High	Very Low	Inter	Very Low	High	Low	High	Inter	High	Low	Very High	Inter	High	High	High	Low	Very Low
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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: 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:

- Though the percentage dropped for SI students, overall, students have a good understanding of Truth and Reconciliation and acknowledge that it is important.
- SI students overall feel a sense of belonging and feel that they are encouraged and accepted when they share their culture with others.
- All students, including SI students, have a good understanding that there are and will always be multiple perspectives shared.
- SI students feel very strongly that there is a cultural infusion across all subject areas.

Areas for Growth:

- Many areas in the cultural perspective survey found that All Students gave low percentages around belonging, sharing, encouragement to share, cultural infusion, and the school making it a priority around truth and reconciliation.
- Students, particularly SI students, feel that teachers within the building do not share their Indigenous perspectives.

Next Steps:

- Build in opportunities for teachers to build in the concepts around Indigenous learning, particularly where there isn't an easily seen connection to the concepts.
- Look at more student led opportunities for whole school inclusion
- Embed learning into PD days, reaching out to Charity Tegler for support around how teachers can incorporate on Indigenous aspects.
- During a staff PD have the Kookum share with the staff, providing a chance to ask questions and get a clearer understanding.

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes	Indicators <i>Indicators of achieving outcomes</i>
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<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and 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.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<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, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
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Measures and Targets

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

Provincial

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

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and 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*

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)
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	48.7
2023-2024	n/a	n/a	n/a	n/a	n/a	65.9
Evaluation	N/A	N/A	N/A	N/A	N/A	Intermediate

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	52%	59%	68%	57%
Evaluation	Low	Low	Intermediate	Low

Strategies: Advance excellence in teaching, learning, and leading

Evaluation

<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<i>Impact of strategies implemented</i>
Strategy 1: 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:

- 89% of the staff feel that the norms and structures put in place in the PLC are being followed and are helpful
- 82% of the staff believe that the PLC's are focused on working collaboratively to improve outcomes for all students.
- 71% of the staff believe that the school has clear goals aligned with the division.
- 71% of the staff understand the goals and strategies and how they apply to students

Areas for Growth:

- 39% are unsure if parents and caregivers understand the school's goals
- Only 59% of the staff believe that there is a collaborative culture within the building, which is down from 67% last year.
- 67% of the staff do not use the resources that are available on the Staff Learning Link
- 30% don't feel that the professional learning around first nations is helping to develop an understanding around how to apply it to benefit students

Next Steps:

- Provide more shared leadership opportunities for staff to be involved with the school decisions
- Reach out to staff via Google Form to create an interest around planning and implementation of various PD
- Create opportunities for cross-curricular development that would expand understanding beyond departments
- Have teachers provide feedback around our vision, mission, and values for the Foothills Composite High School.