School Annual Education Results Report 2021-22

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

School Education Plan 2021-2024 (year 2)

School Website

School Land Acknowledgement

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

FSD Board Policy 01: Division Foundational Statements

Providing Assurance

Our planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. Engaging with our stakeholders on an ongoing basis has been critical in the development and implementation of our Education Plan and Annual Education Results Report. Our FSD strategic Planning Process is outlined in FSD Administrative Procedure (AP) 100: Three-Year Education Plans and Annual Education Results Report (AERR) , AP 102: School Annual Education Plan Results Report and AP 118: Annual Assurance Actions.

About Our School

About Oilfields High School

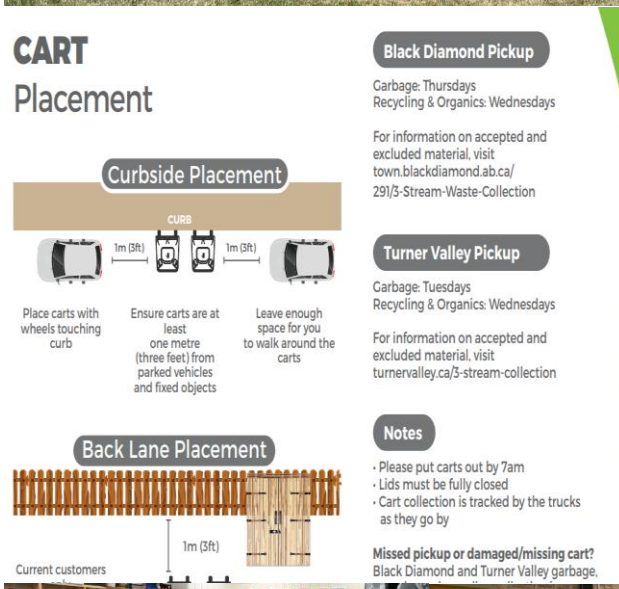
Land Acknowledgement

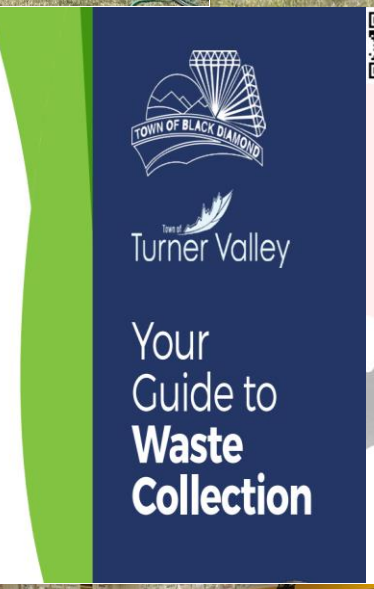
We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us ALL with an opportunity to engage in and demonstrate leadership on reconciliation.

Oilfields School is located within the community of Diamond Valley in the foothills Southwest of Calgary. As a Junior / Senior High School, it supports student learning in Grades 7 -12 who attend from the communities of Eden Valley, Diamond Valley, Longview, Millarville and the County of Foothills. We have a student population of approximately 400 students and 41 staff. Approximately 75 % of our student population are bussed in from the surrounding communities.

Oilfields School is focused on designing and assessing learning for deep learning and transfer through conceptual understanding. We are also striving to ensure a wider range of complementary courses that support the understandings, skills, and attitudes necessary to explore and pursue potential careers as part of Innovation and Design. These complementary courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletic Programming, Languages, Off Campus Learning, Clubs, and other activities.

School Highlights and Celebrations


CART
Placement
Curbside Placement
CURB
1m (3ft)
1m (3ft)
Place carts with wheels touching curb
Ensure carts are at least one metre (three feet) from parked vehicles and fixed objects
Leave enough space for you to walk around the carts
Back Lane Placement
1m (3ft)
Current customers


Black Diamond Pickup
Garbage: Thursdays
Recycling & Organics: Wednesdays
For information on accepted and excluded material, visit town.blackdiamond.ab.ca/291/3-Stream-Waste-Collection
Turner Valley Pickup
Garbage: Tuesdays
Recycling & Organics: Wednesdays
For information on accepted and excluded material, visit turnervalley.ca/3-stream-collection
Notes
• Please put carts out by 7am
• Lids must be fully closed
• Cart collection is tracked by the trucks as they go by
Missed pickup or damaged/missing cart?
Black Diamond and Turner Valley garbage,

TOWN OF BLACK DIAMOND
Town of
Turner Valley
Your Guide to
Waste Collection

OHS WINTER
MARKET
2022
December 16, 4 - 7:30pm
Dinner of pulled pork sandwiches 4-6 pm, karaoke, music from the band, silent auction, and market items made by the students

OILFIELD

Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement

Several data points from the provincial, divisional, community and school level were analyzed to inform the design of our strategies and areas of focus moving forward. In collaboration with these stakeholders, we broke these strategies down into Engagement, Support and Success. Each stakeholder group (students, school staff, parents, divisional staff and community) were also collaborators and had direct input on the development of these strategies. The strategies are also aligned with the associated competencies connected to the Teacher Quality Standard (TQS) to be applied in order to support optimum student learning.

Next Steps:

Engagement Based on School Developed Parent Survey and the Student Engagement Survey:

1. Continue to engage appropriate and meaningful stakeholder voice and feedback address and solve problems
2. Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection
3. Continue to celebrate the actions and successes occurring at OHS (Oilfields High School) in relation to our strategies and education goals

Support

Based on SOS-Q survey, Alberta Assurance Survey, FSD Parent Survey, MIPI/Grade data, and Student Engagement Survey:

1. Continue to inform and work collaboratively with stakeholders to develop a collective and universal approach to learning (academic, socio-emotional, behavior, wellness) that is grounded in research and connected to the continuum of supports:
2. Continue to advance understanding and implementation of the continuum of supports to ensure optimum student learning and a safe, caring, welcoming & supportive learning environment
3. Continue to increase visibility and access to supports for stakeholders within the school and community
4. Continue to build on existing framework that targets junior high instruction, assessment and supports

Success

Based on staff professional learning team survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:

1. Continue celebrate and engage stakeholders in professional development that ensures learning designed for Conceptual Understanding and Teaching for Transfer
2. Continue to support increased student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer
3. Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing
4. Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment

Alberta Education Assurance Measures Report Summary

Provincial Accountability Pillar Overall Snapshots
Oilfields Junior / Senior High School

May 2022

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5310 Oilfields High School

Measure	Oilfields High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	49.2	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.1	1.7	1.8	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	59.4	65.2	80.0	83.7	84.9	85.1	Very Low	Declined	Concern
Lifelong Learning	74.3	79.3	78.9	81.0	82.1	72.0	Intermediate	Maintained	Acceptable
Program of Studies	86.3	87.4	84.2	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	83.7	84.5	84.9	81.9	82.7	84.8	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	78.4	67.9	69.9	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	88.4	88.4	88.6	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	78.1	71.8	81.6	72.6	71.8	74.1	High	Maintained	Good
School Improvement	63.3	77.7	79.5	74.2	81.4	81.3	Very Low	Declined Significantly	Concern
Transition Rate (6 yr)	57.8	42.7	55.8	60.3	60.0	59.8	Intermediate	Maintained	Acceptable
Work Preparation	77.6	84.0	78.9	84.9	85.7	83.5	Intermediate	Maintained	Acceptable

May 2020

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 5310 Oilfields High School

Measure Category	Measure	Oilfields High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.0	89.3	89.8	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	83.4	85.1	86.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	86.1	88.9	89.8	90.3	90.2	90.1	Intermediate	Declined	Issue
	Drop Out Rate	1.4	2.5	3.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	88.3	91.7	85.7	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.6	61.6	62.5	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	15.1	8.8	7.7	20.6	19.9	19.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.3	82.4	81.2	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	10.2	9.0	11.8	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	53.4	45.0	42.8	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	68.2	73.6	67.2	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.2	61.8	53.8	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	84.2	73.6	73.5	84.1	83.0	82.7	High	Improved	Good
	Citizenship	78.8	77.8	81.8	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	82.7	74.2	80.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.7	80.3	78.7	81.5	81.0	80.9	High	Maintained	Good

October 2019

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 5310 Oilfields High School

Alberta Government

Measure Category	Measure	Oilfields High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	**89.3**	88.7	88.4	**89.0**	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	**85.1**	89.2	84.5	**82.2**	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	**88.9**	89.8	87.6	**90.2**	90.0	90.1	High	Maintained	Good
	Drop Out Rate	**2.5**	3.4	2.8	**2.6**	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	**91.7**	76.9	83.3	**79.1**	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**67.6**	61.6	62.5	**73.8**	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	**15.1**	8.8	7.7	**20.6**	19.9	19.6	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**78.3**	82.4	81.2	**83.6**	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	**10.2**	9.0	11.8	**24.0**	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	**45.0**	37.6	42.8	**56.3**	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	**73.6**	57.6	61.8	**64.8**	63.4	62.2	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**61.8**	52.1	48.1	**59.0**	58.7	58.7	High	Improved	Good
	Work Preparation	**73.6**	69.8	74.3	**83.0**	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	**77.8**	83.8	80.9	**82.9**	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	**74.2**	80.2	80.5	**81.3**	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	**80.3**	79.1	74.3	**81.0**	80.3	81.0	High	Improved	Good

October 2018

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 5310 Oilfields High School

Alberta Government

Measure Category	Measure	Oilfields High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.7	91.6	86.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.2	85.0	81.0	81.8	81.9	81.7	Very High	Improved Significantly	Excellent
	Education Quality	89.8	90.7	85.0	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	3.4	3.4	2.3	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	76.9	88.3	85.6	78.0	78.0	77.0	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	61.6	58.8	59.6	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	8.8	9.4	6.3	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	80.7	81.0	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	9.0	13.3	12.5	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	37.6	45.8	45.8	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	57.6	70.5	63.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	52.1	47.5	46.2	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	69.8	76.9	76.6	82.4	82.7	82.4	Low	Maintained	Issue
	Citizenship	83.8	83.8	78.4	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	80.2	87.0	75.9	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	79.1	76.5	71.2	80.3	81.4	80.7	High	Improved	Good

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.
We strive to maintain the results we have achieved as we advance student growth and achievement post-pandemic.

Very High ← Goal Achievement → Very Low

Improved Significantly ↑ Improvement from Last Year ↓ Declined Significantly

Excellent	Good	Good	Good	Acceptable
Excellent	Good	Good	Acceptable	Issue
Excellent	Good	Acceptable/ Maintained	Issue	Not yet addressed
Good	Acceptable	Issue	Issue	Not yet addressed
Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

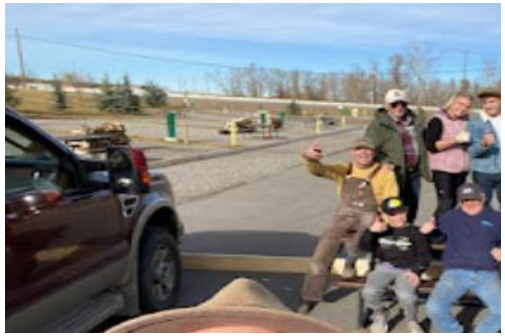
Engagement

Our Story of Engagement

At Oilfields School, we are a 'Community of Learners Empowered for Life' working collaboratively with all stakeholders to ensure the highest quality of education for all learners. This work is based on the collection of voice from students, staff, parents, and community. As a team, our broader community works together to provide students with opportunities to connect their passions to experiences and ideas in and beyond the school walls. These opportunities are meant to build healthy, positive connections, and role models who can inspire each other for future success.

Over the course of the year, over 70 students have been involved in programs where their input is valued and helps shape the culture of our building. These opportunities include Student Matters, Sustainability, Winter Market, Student Leads for Programming, and Leadership. Student voice is shared while also providing opportunities for students to take on leadership roles that have the potential to impact our overall school culture.

We are fortunate to live in one of the most supportive communities imaginable. Whether it is volunteer coaches, Town Councils, or community members wanting to make a difference, we are fortunate to have many incredible people reach out to support our students, staff, and school with opportunities not realized at other institutions. We value and appreciate everything they do to support the vast opportunities presented now and in the future.



Stakeholder Engagement Results Analysis

Goal	Outcomes	Indicators
Desired Result **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.	*Measurable statements of what FSD seeks to achieve* Purposeful and appropriate stakeholder engagement and communication strategies ensure: • 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.	*Indicators of achieving outcomes* • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division. • Stakeholder engagement informed decision making and education plans.

Measures and Targets

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

Provincial

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

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
  - What stakeholders were involved?
  - How were they engaged?
  - How results and related information were shared?
  - What actions were taken based on input provided?
  - How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Engagement Based on School Developed Parent Survey and the Student Engagement Survey:

- Continue to engage appropriate and meaningful stakeholder voice and feedback address and solve problems
- Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection
- Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and education goals

Parental Involvement by Grade (Provincial AERR):

Year	19-20	20-21	21-22
Parents Grade 7	74	62.5	60
Parents Grade 10	76.7	42.1	100

FSD Assurance Survey:

Parental Input into School:

Question: How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

	VS	S	DS	VDS	DK / NA	Top 2
20-21	**7**	**53.5**	**11.6**	**4.7**	**23.2**	**60.5**
21-22	**11**	**61**	**13**	**2**	**13**	**72**

Parental Involvement Child's Education:

Question: To what extent are you involved in decisions about your child's education?

	A Lot	Some	VL	N@All	DK / NA	Top 2
20-21	**41.9**	**37.2**	**14**	**7**	**0**	**79.1**
21-22	**39**	**46**	**9**	**3**	**3**	**85**

Professional Learning Survey 2022

	2016	2017	2018	2019	2021	2022
Shared Mission, Vision, Values	28.1	61.5	78.1	60.9	99	86.3
Collaborative Culture	28.1	70.8	79.9	62.5	97	87.5
Collective Inquiry & Reflective Practice	21.9	58.3	72.9	60.9	93	87.5
Commitment to Continuous Improvement	28.1	63.5	71.9	56.3	94	82.5
Results & Action Oriented	16.4	58.9	66.1	60.9	93	81.4

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*

Student Engagement:
• Continue to use and develop and apply existing collaborative decision-making structures to engage student voice to solve problems and ensure continuous school and learning improvement through strategies such as:
  • Students' Matters
  • Develop Student Lead / Staff Supported Opportunities to Connect
  • Open Door Policy
	High

Staff Engagement: • Continue to use engagement tools and structures to facilitate collaboration for celebrating, sharing, solving problems and decision making that leads to continuous learning and cultural improvement.	**High**
Parent Engagement: • Link dedicated on OHS Website to Parent/Community/Student engagement and voice to support and guide school planning and growth.	**Intermediate**

• Use engagement tools and structures (surveys, school council) to engage stakeholder voice through a collaborative decision-making process to solve problems and make decisions for continuous school / learning improvement. • Increase staff communication and collaboration with parent/guardian/students through structures/strategies to build relationships, celebrate success and work collaboratively to solve problems and make decisions that lead to student excellence.	
Community Engagement: • Link dedicated on OHS Website to Parent/Community engagement and voice to support and guide school planning and growth. • Increase communication between community and OHS CTF/CTS leads, school counselor, core teachers and off campus coordinator to support and engage student, staff, and community teamwork. • Introduce a Community Lead to regularly participate and engage in the School Council.	**High**
Communications: • Develop communication strategies to ensure that all FSD Stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust, and confidence in OHS. • Improve 'in the moment' and 'timely' communication through twitter.	**Intermediate**

Areas of Strength:

- Student involvement with extracurricular programming for voice in Student Matters, Sustainability, Student Council, Open Door Policy, and Student Lead opportunities that will influence our school.
- The community is engaged in our school projects for gardens, potential C-Can Garden donation, Winter Market, Coaching, Town Council Support, Volunteers, Community Leaders, and other opportunities.
- We have seen growth in parent involvement from last year to this year. Stakeholders have opportunities to be involved in the decision making about their child's education through the continuum of supports.
- School Council and our school staff are working to create the Drillers Fundraising Society to support programming for all students.
- There has been growth in staff engagement based on the input from the Professional Learning Survey.

Areas for Growth:

- Maintain consistent communication and problem solving with stakeholders as part of the Continuum of Supports to support all students.
- Increase communication to celebrate and share structures that support students and community.
- Supporting student leadership without overwhelming and burning them out. Support ideas to action.
- Engage families in a collaborative problem-solving approach to identify challenges and make decisions that benefit all students.
- Increase community communication to celebrate present work and build connections for future partnerships and opportunities.

Next Steps:

- Structure staff Professional learning team (PLT) time partially embedded within the day with lead teachers to advance Design for Transfer, Engagement and the Continuum of Supports.
- Integrate shared leadership for creating direction and making future decisions.
- Establish regular and consistent communication practices for sharing learning opportunities at OHS throughout the school and community.

- Clear and consistent communication regarding structures and supports for student success that involves educational stakeholders through the Continuum of Supports.
- Provide more opportunities for student voice that impacts decision making at OHS.

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
Desired Result **Advance evidence-based continuous improvement and assurance** Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	*Measurable statements of what FSD seeks to achieve* Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility.	*Indicators of achieving outcomes* • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement. • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. • In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.

Measures and Targets

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

Provincial

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

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

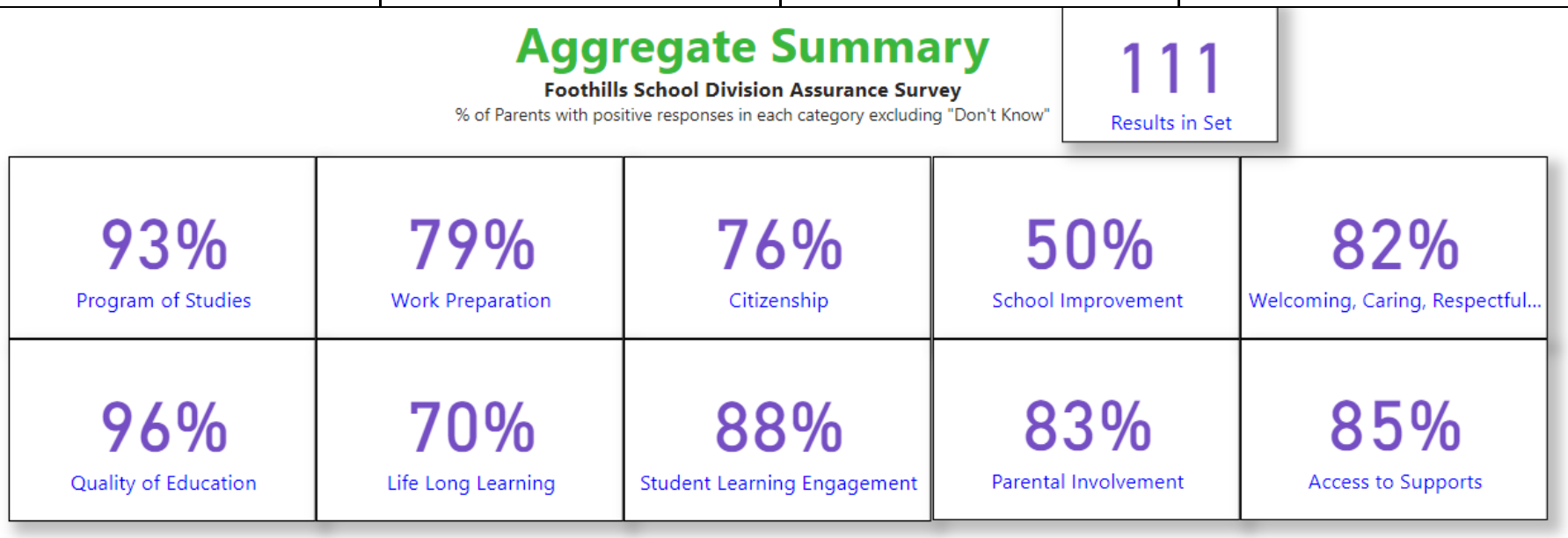
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching, and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	88	69.2	77.7
2021-2022	85.4	77.5	63.3
Evaluation	Intermediate	Intermediate	Issue



FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	88 %	76 %	96%	82 %	85 %	83 %
Evaluation	Very High	High	Very High	Very High	Very High	Very High

Strategies *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: Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement.	High
Strategy 2: Timely communication and reporting of evidence and celebrations in action that support student learning and continuous school improvement.	Intermediate

Areas of Strength:

- Regular and consistent communication with parents / guardians celebrating their child's successes and accomplishments.
- Building connections with the community to support school-based programming (Agriculture, Industrial Education, Marketing, Sports Programming, Work Experience, Green Certificate, etc).

Areas for Growth / Next Steps:

- Consistent application of restorative practice as part of the Continuum of Supports that engages students to solve problems.
- Continue to provide positive communication home and problem solving with students and families as part of our Continuum of Supports.
- Increase communication to celebrate and share structures to support students and community.
- Establish regular and consistent communication practices for sharing learning opportunities at OHS throughout the school and community.
- Supporting student leadership without overwhelming and burning them out. Support ideas to action.
- Engage families in a collaborative problem-solving approach to identify challenges and make decisions that benefit all students.
- Provide more opportunities for student voice that impacts decision making at OHS.

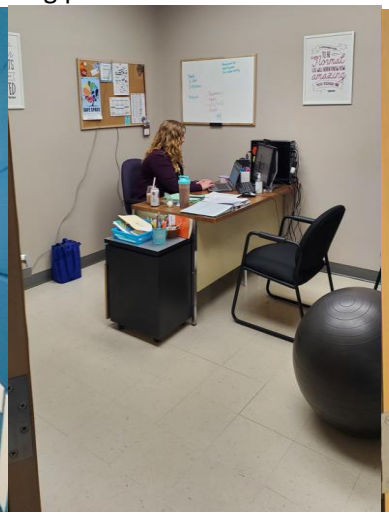
Support

Our Story of Support

The team at Oilfields School is committed to support students' growth and well-being through our continuum of supports that starts by establishing classroom and school wide expectations. Our school community works collaboratively to solve problems and challenges in the face of challenges that students may face.

In our support system, we have the **Driller Den** that is run by our **Youth Development Coach**. This space provides students with the opportunity to seek support and can also provide a quiet place for self-regulation. This support can include problem solving with other students and staff so that positive relationships can be developed for a strong working connection. Students who require food can also access breakfast, lunch and snacks through the Driller Den as needed.

The **Family School Liaison Counselor** works with students and families to provide social-emotional support and guidance. She can be found in her office or the Driller Den if students need support. To guide our students' academic and career choices, our **School Counselor** is available to all students, grades 7-12, and their parents to support their future aspirations. Her work also includes providing foundational work through **My Blueprint** that builds students awareness of their knowledge, skills, and attitudes relevant to today's job market. She can be found in her office or the Driller Den. Our **Admin Team** (Principal and Vice Principal) are here to ensure procedures and structures are in place to support our team, staff, and students. They are part of the larger team and decision-making process.



Monday	Math/Sci 7A	Jewan (151)	Monday	Humanities 8A	Sillito (104)
	Circles 7B (Ang)	Quinlan (112)		Humanities 8B	Plouffe (130)
	Math Sci 7C	Aubrey (105)		Humanities 8C	Richardson (128)
Tuesday	Health 7A	Rawson (103)	Tuesday	Circles 8A (Misty)	Jewan (151)
	Health 7B	Bretzlaff (112)		Circles 8B (Ang)	Quinlan (104)
	Health 7C	Ahearn (108)		Circles 8C (Allison)	Aubrey (105)
Wednesday	Humanities 7A	Sillito (104)	Wednesday	My BluePrint 8A	Lavallie (105)
	Humanities 7B	Plouffe (130)		My BluePrint 8B	Westworth (137)
	Humanities 7C	RIchardson (128)		My BluePrint 8C	Jewan (151)
Thursday	Circles 7A (Misty)	Sillito (104)	Thursday	Health 8A	Rawson (103)
	Math/Sci 7B	Quinlan (112)		Health 8B	Bretzlaff (106)
	Circles 7C (Allison)	Aubrey (105)		Health 8C	Ahearn (126)
Friday	My BluePrint 7A (SC)	Argento (LC Mezz)	Friday	Math/Sci 8A	Jewan (151)
	My BluePrint 7B (SC)	Fitzpatrick		Math/Sci 8B	Quinlan (109)
	My BluePrint 7C (SC)	Holt (156)		Math Sci 8C	Aubrey (105)

FLEX	Mon	Tues	Wed	Thurs	Fri
Math	Standen (112)	Bailey (128)	Standen (112)	Bailey (128)	Bailey (128)
Sciences	Crane (106)	Lavallie (130)	Crane (106)	Lavallie (130)	Lavallie (130)
Humanities	Nixon (110)	Plouffe (110)		Leavitt (110)	Sillito
PE	Argento (Gym)			Argento (Gym)	
PE			Rawson (Wed)		
Languages	Leavitt (110)		Leavitt (110)		
CTS - HomeEc		Holt (154-56)		Holt (154-56)	Holt (154-56)
Art				Smith (Thurs)	Smith (Thurs)
CTS - Digi		Westworth (137)		Westworth (137)	Westworth (137)
Drama	Smith (Mon-114)		Smith (Mon-114)		
CTS - IEd	Toews (Shop)		Toews (Shop)		
LC					

Continuum of Supports

Responsibilities in Continuum **(Consistent and Persistent):**

1) **Clear**, **Consistent** and **Persistent** Classroom and School Wide expectations
   - **Management / Consequences and Follow Through**

These are all our students.
Building positive habits moving forward.
Follow Staff and Student Matrix

2) **Positively reinforce students and communicate with parents meeting expectations (4 to 1 ratio)**

Redirect and reframe for desired behavior
Reinforce Positive Behavior – Catch them doing the right things and reinforce
Let parents know their child is making great choices

3) **Build relationships with all students and families**

Positive Comments to build the relationship (Cool Hat, New Hair Cut?)
Non-Contingent Actions – Smiles, Head Nods, Eye Contact
Greeting students and staff at the door
Genuine questions about the student (Asking them about their self)

Student OHS School Wide Expectations (Target Areas)

Location:	**Respect:** *Accept others for who they are that builds trust, safety, and well-being.*	**Responsibility:** *Ability to act independently and make positive decisions.*	**Citizenship:** *Character is cultivated by the concern for others and purpose in life.*	**Well-Being:** *Actions to support physical and mental well-being.*
Lunch Time	- Hands, Feet, Objects to Self - Use Respectful Language - Walk in the hallway to destination - Follow Directions from Adults - Keep Bathroom Areas Free - Be in next class before 2nd bell	- Remain in Designated Areas **Jr:** *Band Foyer, Gym, Concession, Bathrooms – Return* **Sr:** *Front Foyer / By Entrance, Off Campus, Concession, Gym* - Keep Hallways Free	- Clean up After Yourself - Use Respectful Language - Contribute to a Positive and Safe School Environment - Encourage a Sense of Belonging	- Talk to staff if support needed - Quiet Space - Academic Hallway (Staff in Classrooms Monitor)
In Class	- Respectful Language and On Task - **Be on time** - Be Attentive to Instruction - Respect Others Rights to Learn and Teach	- Focus on Assigned Learning and On Task - Remove Distractions - Washroom at Breaks - Come Prepared - Follow Directions - Strive for Excellence	- Encourage a Sense of Belonging - Actions Allow Others to Learn - Include Others Positively - Respect the Learning Environment	- Deepen our Understanding - Develop and Practice Skills - Bring Joy and Engagement to Learning - Advocate for Needs

Learning Supports Results Analysis

Goals	**Outcomes**	**Indicators**
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being. **Advance our Continuum of Supports** Continue to develop and advance our continuum of support.	• 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	• Improved wellness and wellbeing in students and staff. • All students and staff demonstrate understanding and respect for the uniqueness of all learners. • All learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs,

	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.	emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. • Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities. • Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

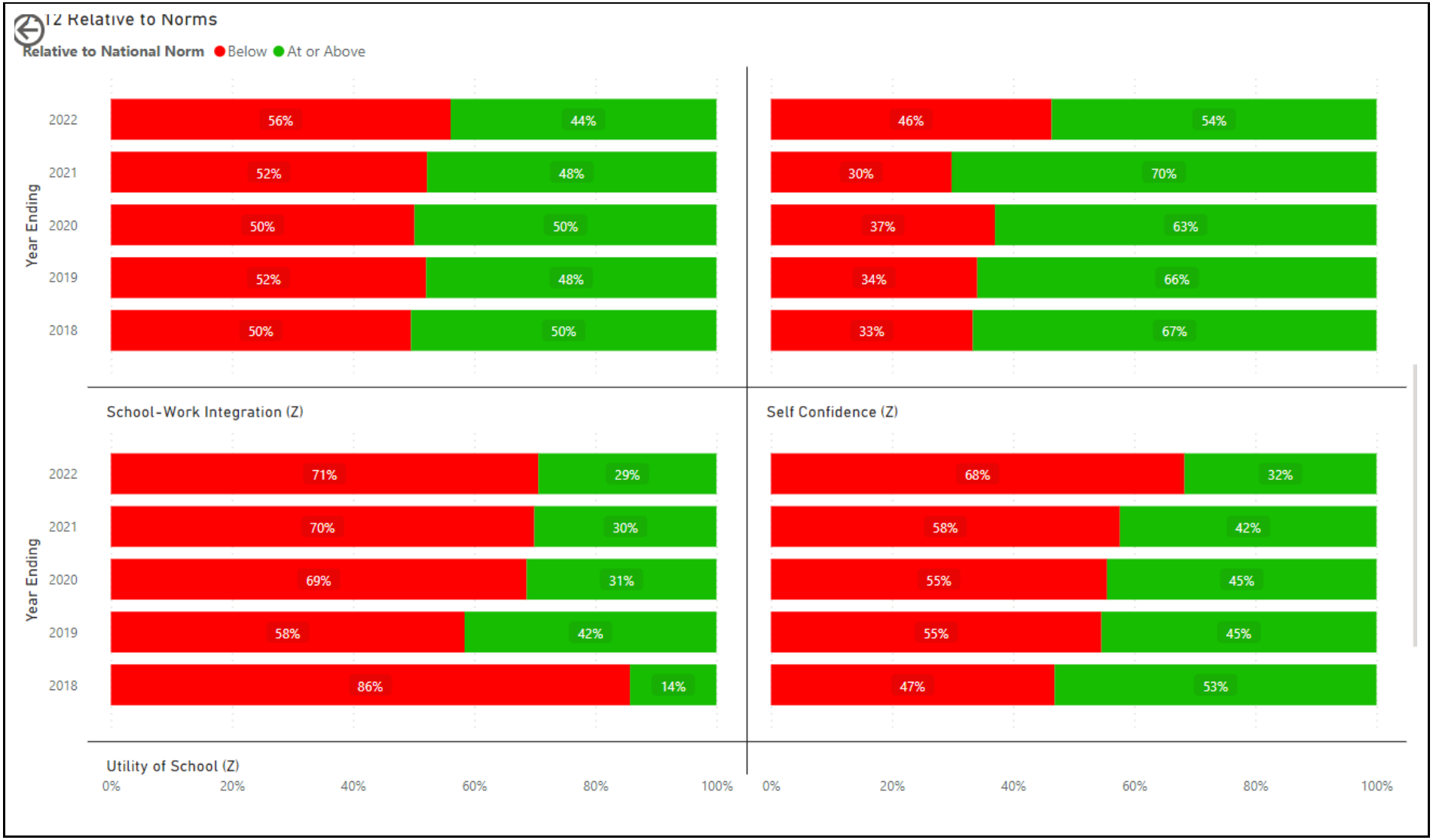
Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	**90**	**83.1**
2021-2022	**89.2**	**82.2**
Evaluation	**Very High**	**N/A**

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**
2019-2020	63	60	45	29	50
2020-2021	**70**	**68**	**42**	**30**	**48**
2021-2022	54	50	32	20	44
Evaluation	**Intermediate**	**Intermediate**	**Issue**	**Issue**	**Issue**

12 Relative to Norms
Relative to National Norm
Below
At or Above
External Resilience (Z)
Extra Curricular Activities (Z)
Handling School-Work Pressures (Z)
Internal Resilience (Z)
Year Ending
2022
2021
2020
2019
2018
50%
50%
32%
68%
40%
60%
33%
67%
27%
73%
49%
51%
43%
57%
43%
57%
46%
54%
37%
63%
6%
94%
5%
95%
95%
96%
98%
80%
20%
70%
30%
71%
29%
66%
34%
68%
32%
0%
20%
40%
60%
80%
100%


12 Relative to Norms
Relative to National Norm
Below
At or Above
Year Ending
2022
2021
2020
2019
2018
56%
44%
52%
48%
50%
50%
52%
48%
50%
50%
School-Work Integration (Z)
71%
29%
70%
30%
69%
31%
58%
42%
86%
14%
Utility of School (Z)
46%
54%
30%
70%
37%
63%
34%
66%
33%
67%
Self Confidence (Z)
68%
32%
58%
42%
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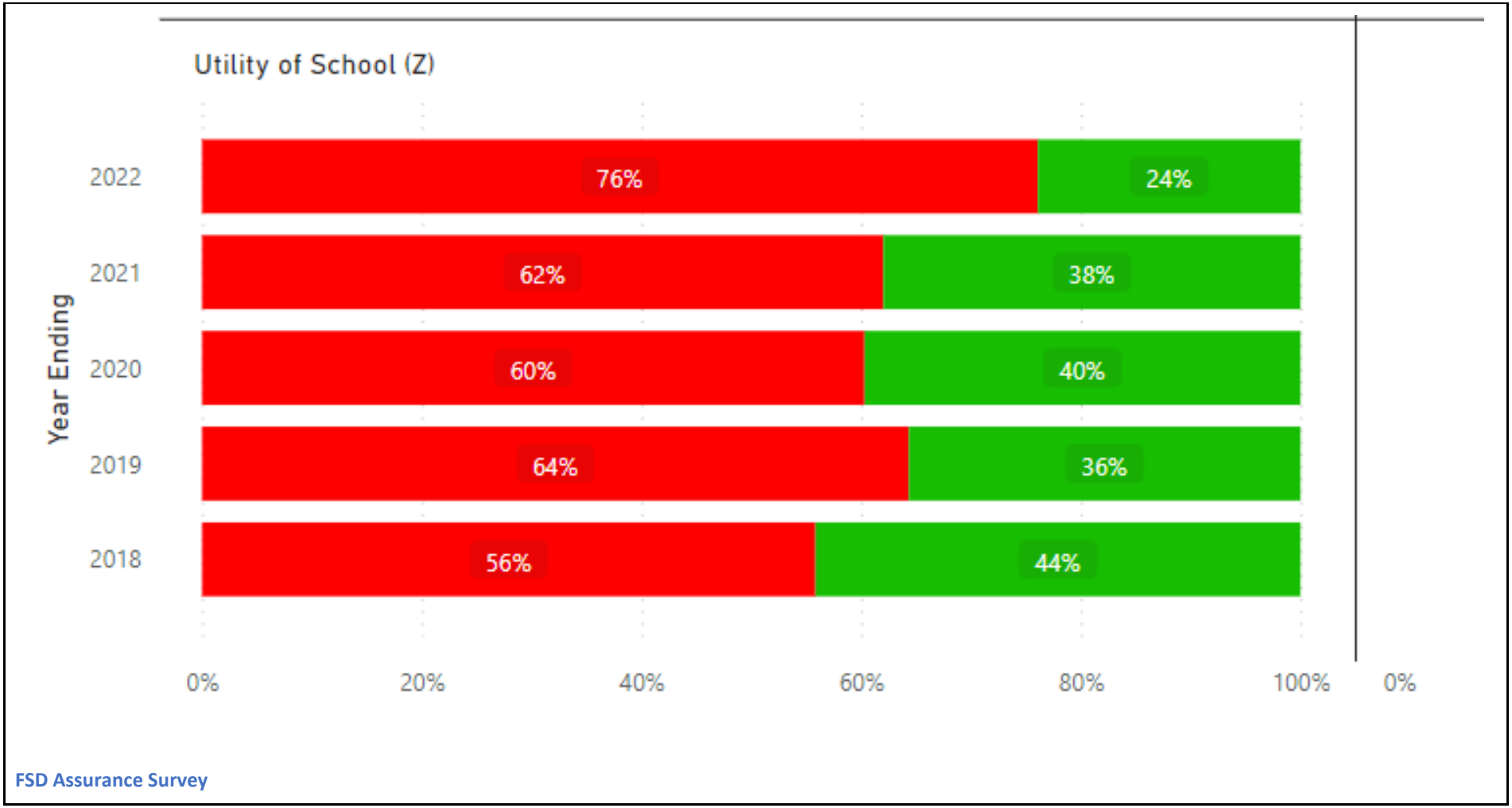
100%



FSD Assurance Survey

Student Achievement and Growth: Percentage of students who demonstrate citizenship.				
Year		19-22	20-21	21-22
Students Grade 7	Encourage to help community	74	80	89
	Encourage to be my best	100	89	90
	Others follow rules	48	45	28
	Help each other	77	68	71
	Others respect each other	66	52	44
Students Grade 10		19-22	20-21	21-22
	Encourage to help community	58	62	78
	Encourage to be my best	91	93	89
	Others follow rules	46	48	22
	Help each other	70	80	71
	Others respect each other	58	60	49

Learning Supports: Access to appropriate supports and services at school				
Year	20-21	21-22		
Parents Grade 7	85.9	56.4		
Parents Grade 10	69.2	86.7		

Learning Supports: Access to appropriate supports and services at school				
Year	20-21	21-22		
Students Grade 7	79.7	82.8		
Students Grade 10	76.4	81.7		

Program of Studies: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.								
Performance Measure: **High School**	Results					Evaluation		
At Risk Students	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
	85.1	87.6	82.2	84.5	83.7	Intermediate	Maintained	Acceptable

FSD Assurance Survey

Safe at School:

Question: To what extent do you agree or disagree that your child is safe at school?

	SA	A	DA	SDA	DK / NA	Top 2
20-21	14	67.4	14	2.3	2.3	81.4
21-22	24	69	2	1	4	93

Teacher Care for Students:

Question: To what extent do you agree or disagree that teachers care about your child?

	SA	A	DA	SDA	DK / NA	Top 2
20-21	25	61.4	9.1	2.3	2.3	86.4
21-22	25	66	6	1	2	91

Treated Fairly:

Question: To what extent do you agree or disagree that your child is treated fairly by adults at school?

	SA	A	DA	SDA	DK / NA	Top 2
20-21	18.2	63.6	11.4	2.3	4.6	81.8
21-22	15	68	9	2	5	83

Program Access

Access Services

Question: How satisfied or dissatisfied are you that your child can access Services (Beyond Regular Instruction) that helps students to read and write in a timely manner at school when needed?

	VS	S	DS	VDS	DK / NA	Top 2
20-21	4.7	41.9	7	7	31.2	55.9
21-22	11	63	10	0	16	74

Academic Counseling:

Question: How satisfied or dissatisfied are you that your child can access Academic Counseling in a timely manner at school when needed?

	VS	S	DS	VDS	DK / NA	Top 2
20-21	14	41.9	7	7	31.2	55.9
21-22	12	51	10	1	26	63

Career Counseling:

Question: How satisfied or dissatisfied are you that your child can access Career Counseling in a timely manner at school when needed?

	VS	S	DS	VDS	DK / NA	Top 2
20-21	4.7	37.2	4.7	2.3	51.2	41.9
21-22	9	45	7	5	34	54

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* **Strategies: Advance Continuum of Supports** *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: Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports. A) Relationship building between stakeholders to improve collaboration and school culture at the Universal Level. B) Visibility, communication, capacity building and application of supports and services available to students, parents, and staff at the Universal Level. C) Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level. D) Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.	**Intermediate**

E) Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs F) Bring attention to CTF/CTS programming and connections.	
Strategy 2: Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing. A) Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing. B) Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another. C) Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups. D) Supporting student connections with staff and target students who lack a 'go to person.'	**Intermediate**

Areas of Strength:

- Increase in communication home celebrating student success
- Increase in safe, caring, and welcoming data from FSD Assurance survey
- Strong access to supports and services at the Senior High level
- Continuum of supports provides the structures and services necessary to support all students
- Integration of My Blueprint and Career / Academic Counselling for all students
- Collaborative Support Team work to support students

Areas for Growth:

- Increase communication and access to supports and services at the Junior High level
- Improved application of continuum of supports for all students
- Systemic social development school wide to support growth in key areas found within SOS-Q (Resilience, Utility of School, Confidence, Etc.)
- Relationship building and positive reinforcement
- Low perception of respect, care, and students following the rules
- Lack of stakeholder awareness of supports and services for programming and academic excellence

Next Steps:

- Deep understanding of the continuum of supports and apply school wide
- Create consistent structures and expectations for student support
- Create extra-curricular opportunities beyond athletics
- Shared problem solving and decision making for SOS-Q indicators
- Focus on relationship building and positive reinforcement of students
- Clear communication of structures and processes for supporting students to families at all grade levels
- Continue My Blueprint and Innovation and Design learning for student relevance

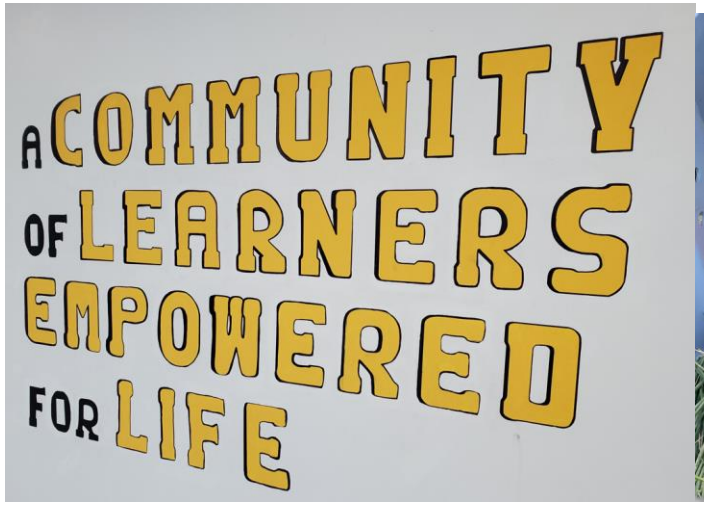
Success

Our Story of Success

Prior to the pandemic, our school team had been working collectively to design learning for deep understanding that transfers to real-life challenges and problems. As a team, we continue to work in professional learning teams to learn and grow our professional practice for instruction, assessment, and student learning. Our students can explore their career futures through the many complementary option courses available to them. This also includes off campus experiences through Green Certificate, Registered Apprenticeship Programs and Work Experience.

With the support of Canadian Researcher, Garfield Gini-Newman and Learning Services, our staff have had access to experts in planning and assessment to guide their work and student learning. Through this work, staff work to support literacy and numeracy needs within the context of their learning. We continue to focus and support students to see the relevance and importance of learning.

With the help of a CPIP grant, our team was able to create a cultural space designed to show appreciation and respect for our Indigenous students that is connected to the principles of the Circle of Courage (Belonging, Mastery, Independence, and Generosity). This space is for all students to build connections and bond over common interests.



Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
Desired Result **Advance innovation and design** 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.	*Measurable statements of what we seek to achieve* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	*Indicators of achieving outcomes* 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.
Goal 2	**Outcomes**	**Indicators**
Desired Result **Advance learning for transfer** 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.	*Measurable statements of what FSD seeks to achieve* • 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.	*Indicators of achieving outcomes* • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.

Measures and Targets

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

Provincial

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

Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	87.4	84	76.5	88	79.3	82.7
2021-22	86.3	77.6	77.7	85.4	74.3	83.4
Evaluation	Very High	Intermediate	High	Intermediate	Intermediate	n/a

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2020-21	1.7	95.2	42.7	67.9	n/a
2021-22	2.1	94.2	57.8	78.4	n/a
Evaluation	Very High	Very High	Intermediate	Very High	n/a

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

	Students responding Agree or Strongly Agree to at least half of the questions each factor below				Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	**High Expectations**	**Relevance**	**Rigor**	**Effort**	**ELA/SS**	**Math/Science**	**CTS/CTF**
2019-2020	Not administered due to Covid						
2020-2021	97	78	88	90	68.5	82.5	64
2021-2022	94	69	84	84	44.5	56	75
Evaluation	Very High	Intermediate	High	High	Low	Intermediate	High

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
1. High Expectations	97%
3. Relevance	77%
4. Rigour	88%
5. Effort	89%
6. Challenge	74%
7. Skill	77%
8. Intellectual Engagement	73%

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	81%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	62%
I often lose track of time because I am engaged by the learning in English / French Language Arts	66%
I often lose track of time because I am engaged by the learning in Science	88%
I often lose track of time because I am engaged by the learning in Social Studies	69%
I often lose track of time because I am engaged by the learning in Mathematics	75%

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
1. High Expectations	94%
2. Support	82%
3. Relevance	69%
4. Rigour	84%
5. Effort	84%
6. Challenge	65%
7. Skill	77%
8. Intellectual Engagement	57%

Per cent of responses that are Agree or Strongly Agree (Right Click to Drill Down or Expand)

Category	Percent of responses that are positive
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	59%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	75%
I often lose track of time because I am engaged by the learning in English / French Language Arts	45%
I often lose track of time because I am engaged by the learning in Science	62%
I often lose track of time because I am engaged by the learning in Social Studies	46%
I often lose track of time because I am engaged by the learning in Mathematics	53%

Strategies: Advance Innovation and Design *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: Provide programming for career exploration and focus that empowers students for life: a. Designing and Assessing for Transfer/Career Futures in all programming b. Collaboration and support from CTF/CTS Division Lead, Lori Isberg c. Integration and training of My Blueprint for students and staff as a career exploration and portfolio tool in all subject areas. d. School Counselor Collaboration and Communication with Students, Parents and Staff to support design and career ambitions e. CALM Connections to Career Pathways	High

Strategies: Advance Learning for Transfer *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement* *FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Continue with focus on Conceptual Understanding through Teaching and assessment for Deep Understanding for Transfer - "How do we ensure meaningful transfer to life occurs through the way we plan and assess for learning?"	**High**
Strategy 2: Continue to partner with Learning Services with School Professional Learning Plan	**High**
Strategy 3: Continue designing Professional Learning and professional learning tools that reflect OHS goals and direction to monitor progress	**High**

Areas of Strength:

- Embedding My Blueprint learning with staff and students targeting the Junior High
- Ongoing support and partnership with learning services to guide Innovation and Design, as well as learning for deep understanding and transfer
- Systemic growth in design for transfer process
- CTF/CTS collaboration and support with Lori Isberg
- Sharing examples of design work and student learning at school council, PD and Division PD

Areas for Growth:

- Build strong staff and student foundation in Junior High to support academic future
- Ensure systemic growth with design for transfer

Next Steps:

- Continue design work across all subject areas and levels
- Develop professional learning team structure and professional learning team leads to continue advancing learning for transfer
- Assess impact on students through professional learning team Structure
- Continue work in Innovation and Design by building each year through My Blueprint
- Continue collaboration of CTF/CTS staff and build connection to core subjects
- Use PD time to share and celebrate progress

Goal 3 *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
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.	• 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.	• 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,

	• Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.	agreements, and the history and legacy of residential schools. • The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • First Nation, Metis and Inuit families that are actively involved in educational decisions.
Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	**Outcomes** *Measurable statements of what FSD seeks to achieve* Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1*	**Indicators** *Indicators of achieving outcomes* • Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) • Improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

- **Learning Outcomes (PAT (Provincial Achievement Tests) & Diploma):**
  - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

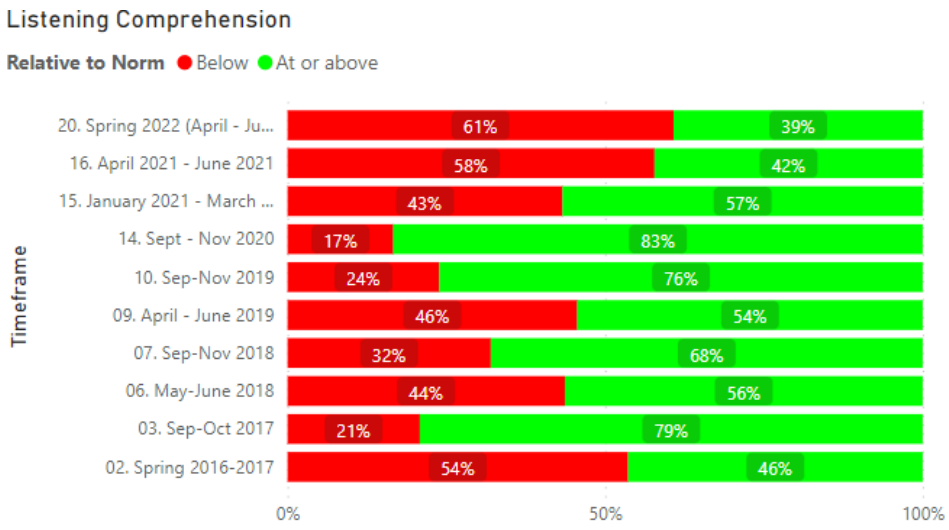
Evidence and Key Insights
Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

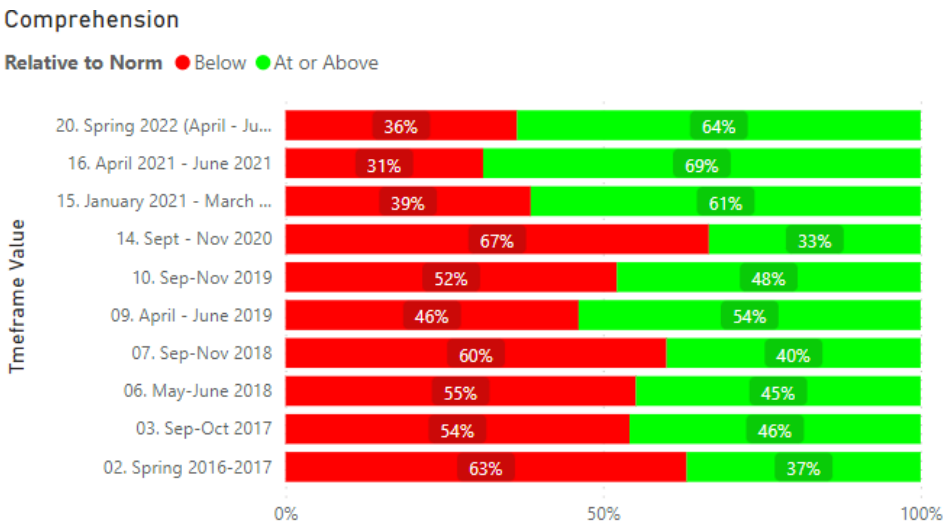
Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

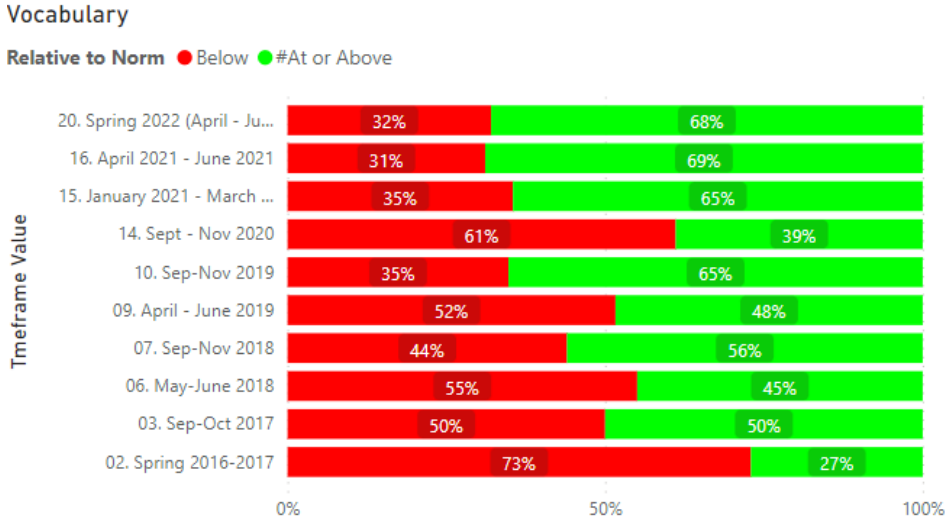
GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

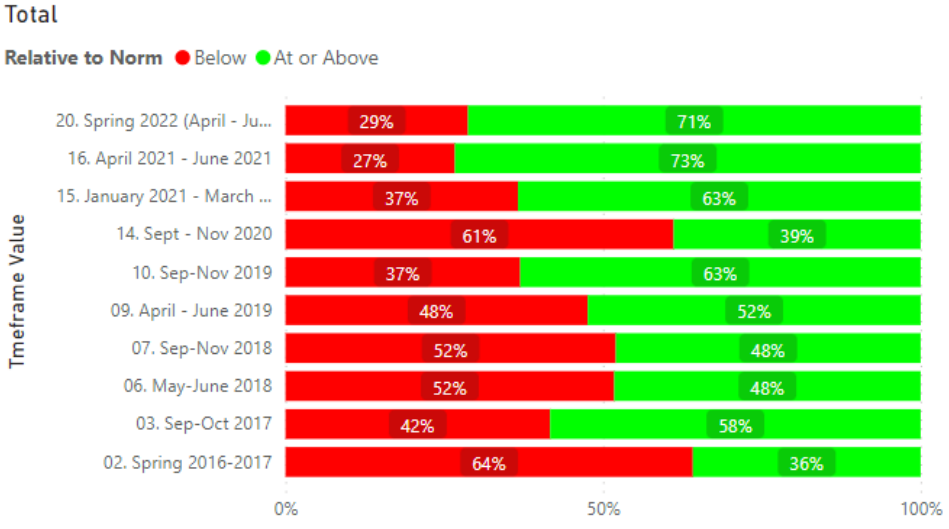
% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	n/a	n/a	n/a
2020-2021	60	61	59
2021-2022	77	68	64
Evaluation	Very High	Intermediate	Intermediate





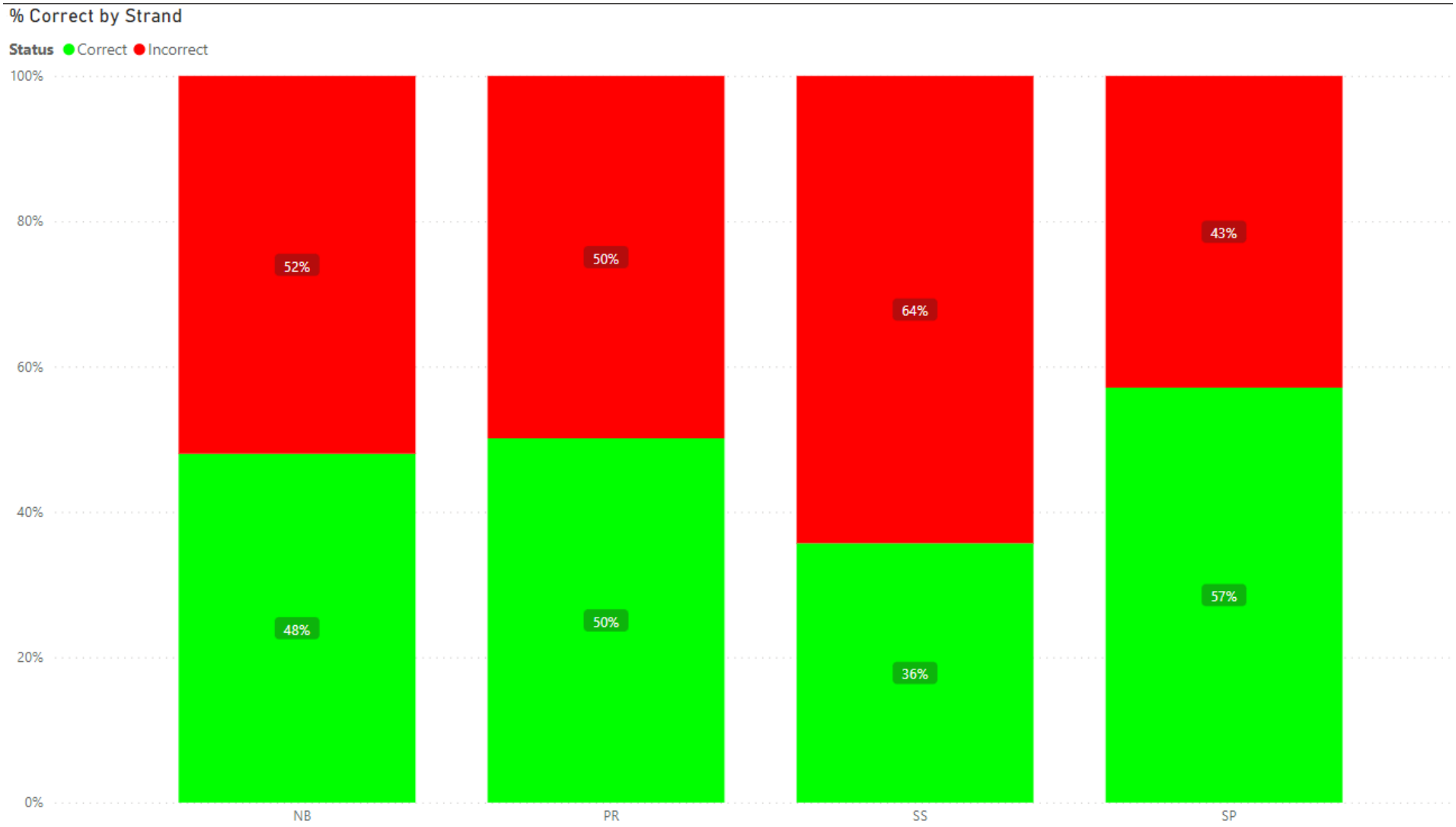




MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify 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	48	51	58	42
Evaluation	**Concern**	**Intermediate**	**Intermediate**	**Concern**



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: Create a Safe, Caring, and Welcoming Environment for First Nations, Metis, and Inuit students. - Cultural Belonging and Appreciation - Build community connection and engagement with the community - Complete the cultural space as a safe, caring, and welcoming space - Build relationships to advance and celebrate Metis culture at OHS.	High
Strategy 2: Advance program supports to bridge gaps and barriers: - Build opportunities for programs and clubs that encourage Indigenous youth involvement - Structures and supports for learning and attendance - Deigning learning for transfer that is relevant	High
Strategy 3: Advancing learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students: - Conceptual Design, Differentiation and Designing for Transfer and Relevance	High

Areas of Strength:

- Completed cultural space using CPIP grant and support of Charity Tegler
- Educational Assistant to support First Nations, Metis, and Inuit student learning
- Structures and supports to guide and assist students for graduation
- Staff designing learning that is relevant to all students
- Caring and dedicated staff providing targeted supports to students

Areas for Growth:

- Re-establish community connections with Eden Valley
- Advance supports and services for Metis Students
- Develop strategies to promote attendance

Next Steps:

- Continue supporting First Nations, Metis and Inuit students using flexible programming
- Continue to consult community's services
- Continue to design for transfer
- Continue to work at building community connections and partnerships

Strategies: Advance Literacy and Numeracy *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: Have both Literacy and Numeracy goals, targets, and implementation strategies as part of instructional design - Embed literacy and numeracy through design for transfer - Embed Junior High PROFESSIONAL LEARNING TEAM time to advance literacy and numeracy (Design for Transfer) - Apply for numeracy grant	Intermediate
Strategy 2: Continue to work at a divisional support level to implement divisional strategies that focus on grades 7-12.	High

Areas of Strength:

- Embedded literacy strategies as part of planning for leaning that transfers to real world problems
- Embedded professional learning team time to target literacy and numeracy
- Successful application of numeracy grant and purchase of instructional research
- Collaborative work on reading and writing expectations and implementation

Areas for Growth:

- Ensure systemic and school wide design and application of literacy and numeracy strategies
- Consistent and motivated staffing to create consistency and ongoing, long-term growth

Next Steps:

- Continue to advocate for staffing needs to create a Junior High Team
- Continue to support staff design work and embedded literacy / numeracy
- Continue to establish professional learning team time to address targets

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
Desired Result **Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement.	*Measurable statements of what FSD (Foothills School Division) seeks to achieve* 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*	*Indicators of achieving outcomes* • Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all. • Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice. • Teachers and leaders improve their professional practice in learning for transfer. • Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning. • Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020						
2020-2021	99	97	93	94	93	65.2
2021-2022	86	88	88	83	81	59.4
Evaluation	High	High	High	High	High	***Declined***

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* ***FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?***	**Evaluation** *Impact of strategies implemented*
Strategy 1: Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD (Professional Development), professional learning teams, Staff meetings:	**High**
Strategy 2: Work collaboratively with four other FSD Schools, supported through FSD Learning Team.	**High**

Strategy 3: Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of High School Design, Literacy, Numeracy, Innovation and Design, Inclusive Learning, and Indigenous Learning/Support	**High**

Areas of Strength:

- Staff have been committed to learning about designing for transfer
- Committed application of learning to practice
- Working collaboratively with Director of Learning Services to advance individual and community practice
- Multiple staff serve as lead teachers to advance learning in literacy, numeracy, inclusive learning and Indigenous Learning
- Application of assessment practices to promote deep understanding and transfer

Areas for Growth / Next Steps:

- Continue focus on design for deep understanding and transfer
- Continue to work with learning services to support implementation of the design process
- Make the process and progress of learning visible so that staff can learn from each other's strengths
- Share and celebrate the process of designing for learning for transfer