

Year 3 - Oilfields 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.

[School Education Plan 2021-2024 \(year 3\)](#)

[School Website](#)

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.

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

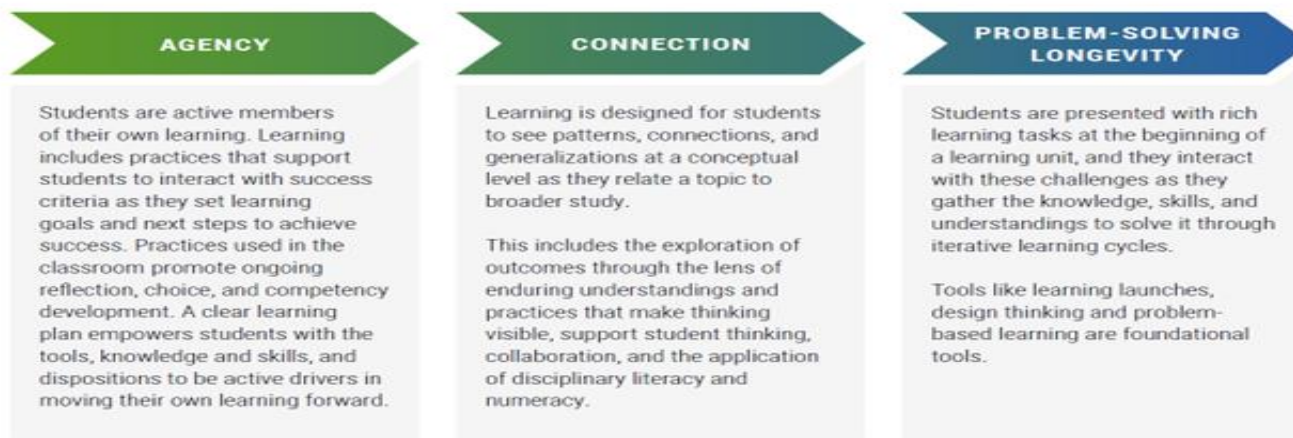
Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the 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



About Oilfields High School

Oilfields High 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 430 students and 41 staff. Approximately 75 % of our student population are bused in from the surrounding communities.

Oilfields High 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

Oilfields High School has a proud history of offering quality curricular and extra-curricular experiences for our students. Our courses include academic, career and technology, and fine arts subjects that all students have access to. In a rural setting, ensuring students have access to all the subjects they need can be challenging, and we are lucky to be able to provide these programs for our families. We offered over 30 different program choices last year.

Outside of academics, our athletics and fine arts programs allow students to develop their interests and talents. Oilfields High School has 24 teams competing in a variety of sports last year, including golf, cross country, flag football, team handball, volleyball, basketball, track and field, and rugby. Our senior boys' and girls' basketball teams won the sportsmanship banner at their provincial championships, recognizing them as being not only exceptional athletes but also as players who demonstrate integrity and a dedication to fair play and teamwork. We continue to hold both junior and senior drama productions and have many talented artists amongst our students. Other celebrations include:

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| <ul style="list-style-type: none">• Our annual Winter Market showcasing students' learning from CTF and CTS courses. | <ul style="list-style-type: none">• Encouraging student-led committees, such as Student Council, Student Matters, and student leadership classes to share their voices. |
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- Advancing and expanding the Vertical Farming Initiative, sharing our learning with other organizations, and making community connections.
- Expanding our school garden, providing learning opportunities for students in our Agriculture programs.
- Continuing to design for deep and transferrable learning, using professional learning opportunities to advance our understanding.

- Advancing our Collaborative Response Team processes to promote our continuum of supports for students.
- Hosting athletic awards and special recognition for our graduating athletes.
- Hosting girls and boys Tier II Team Handball Provincials.
- Expanding our off-campus programming and promoting options for high school completion.

Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	85%	High
Citizenship	78%	Intermediate
Education Quality	82%	High
Lifelong Learning	63%	Intermediate
Parental Involvement	73%	Intermediate
Program Access	79%	Intermediate
Program of Studies	86%	High
Program of Studies/At risk students	85%	High
Safe and Caring Schools	83%	High
School Improvement	76%	Intermediate
Student Learning Engagement	83%	High
Welcoming Caring Responsive Student Learning Environment	84%	High
Work Preparation	71%	Intermediate

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	84.2	n/a
Citizenship	82.6	Very High
Education Quality	86.3	Intermediate
Lifelong Learning	81.1	High
Parental Involvement	74.5	Low
Program Access	75.6	Intermediate
Program of Studies	84	Very High
Program of Studies/At risk students	86.1	Intermediate
Safe and Caring Schools	91.5	Very High
School Improvement	80.1	High
Student Learning Engagement	82.6	n/a
Welcoming Caring Responsive Student Learning Environment	88.2	n/a
Work Preparation	78.2	High

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

Stakeholder engagement is an important part of the assurance model. There are opportunities for students to belong and have voice within the school through Student Council, Student Matters, and our student leadership classes. They also have opportunities to connect with the greater community through

our off-campus programming, the vertical farm initiative, and events such as our Winter Market, athletics, productions, and fundraising activities. The opportunities for our students continue to grow with more students taking the lead to support our community.

Oilfields High School continues to develop partnerships with our stakeholders and the greater community. This partnership involves supporting programming beyond the walls of the school as students and staff work collaboratively on numerous projects that include the garden, athletics, Vertical Farming Initiative, and community agencies. Through this collaboration, our students sit on committees, plan events and organize projects in which they can transfer their knowledge, skills, and attitudes in a supportive and enriching environment. We continue to seek ways to include parent and guardian voices in our decision-making processes and in ensuring student success. The lines of communication continue to be open at Oilfields High School. Parents, community members, and students reach out regularly to staff for support and to provide feedback. Our staff continue to work on building meaningful relationships through the advancement of our Continuum of Supports by celebrating student success or reaching out to solve problems and make decisions in the best interest of students.

- **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

<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Desired Result</i></p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p>
<p style="text-align: center;">Advance Stakeholder Engagement and Communications:</p> <p>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

<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> • 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*

<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>Based on School Developed Parent Survey and the Student Engagement Survey:</p> <ol style="list-style-type: none"> 1) Continue to encourage, engage and apply OHS appropriate and meaningful stakeholder voice and feedback that aligns with the moral, ethical, and legal frameworks that guide learning to ensure continued growth through a collaborative problem-solving approach. 2) Continue to advance First Nations, Métis and Inuit student success through community engagement and connection. 3) Communicate access to structures and supports available to all students and families for academic, behavior, wellness, and social-emotional learning. 4) Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and educational goals. 	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Student Engagement:</p> <ul style="list-style-type: none"> - Celebrate and reinforce positive student actions as part of our Continuum of Supports. - Provide meaningful opportunities for student voice and input into the direction of learning and school goal plans. - Continue student surveys and action plans for support. - Student involvement with Student Matters committee. 	<p>High</p>
<p>Staff Engagement:</p> <ul style="list-style-type: none"> - Engage staff in meaningful conversations and decision-making structures to advance our goals and strategies. - Continue Lead Team learning to advance school goals. - Continue embedded PLT structure to advance our goals and support student and teaching excellence. 	<p>High</p>
<p>Parent Engagement:</p> <ul style="list-style-type: none"> - Engage in meaningful parental involvement through our Continuum of Supports to support student success (conversations, emails, etc.). - Build relationships with parents through celebrations and reinforcement of positive student behavior. 	<p>Intermediate</p>

<ul style="list-style-type: none"> - Continue parent surveys throughout the school year. - Using school council to support decision making. 	
<p>Community Engagement:</p> <ul style="list-style-type: none"> - Continue community connection to school through operation prevention, Vertical Farm Initiative, and other programming. - Build connections to community chamber of commerce for future partnerships that are mutual and meaningful (work experience, volunteers, RAP, Green Certificate, Etc.) - Host school and community events. - Continue to implement community lead at School Council and partnership with multiple stakeholders from all communities. 	<p>High</p>
<p>Communications:</p> <ul style="list-style-type: none"> - Develop consistent and timely routines for making our Education Plan visible. - Celebrate our students, staff and community learning and growth. - Communication extending to feeder schools, future families, and broader community. - Daily use of Twitter, Snapchat and weekly emails to celebrate the school. 	<p>Intermediate</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Student involvement with extracurricular programming for voice in Student Matters, sustainability, Student Council, Open Door Policy, and student leadership opportunities that will positively influence our school. • The community is engaged in our school projects for gardens, potential sea 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. • 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.). <p>Areas for Growth:</p> <ul style="list-style-type: none"> • 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 current work and build connections for future partnerships and opportunities. <p>Next Steps:</p>	

- 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.
- Continue to provide positive communication home and problem solving with students and families as part of our Continuum of Supports.
- Engage families in a collaborative problem-solving approach to identify challenges and make decisions that benefit all students.

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
<p style="text-align: center;"><i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance:</p> <ul style="list-style-type: none"> • Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. 	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></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. 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <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

		<ul style="list-style-type: none"> • 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
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

- Provincial**
- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
 - **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	88.0 %	69.2 %	77.7 %
2021-2022	85.4 %	77.5 %	66.3 %
2022-2023	76.3 %	66.5 %	56.2 %
2023-2024	86.3 %	74.5 %	80.1 %
Evaluation	Good / Improved	Low / Maintained	High / Improved Significantly

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	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	88 %	76 %	96 %	82 %	85 %	83 %
2022-2023	82 %	59 %	89 %	64 %	67 %	69 %
2023-2024	83 %	78 %	82 %	84 %	85 %	73 %
Evaluation	High	Intermediate	High	High	High	Intermediate

<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Evaluation</p>
<p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>Based on School Developed Parent Survey and the Student Engagement Survey:</p> <ol style="list-style-type: none"> 1) Continue to encourage, engage, and apply OHS appropriate and meaningful stakeholder voice and feedback that aligns to the moral, ethical, and legal frameworks that guide learning to ensure continued growth through a collaborative problem-solving approach. 2) Continue to advance First Nations, Métis and Inuit student success through community engagement and connection. 3) Communicate access to structures and supports available to all students and families for academic, behavior, wellness, and social-emotional learning. 4) Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and educational goals. 	<p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Engage in meaningful and relevant collaboration and decision-making process with all stakeholders.</p>	<p style="text-align: center;">High</p>
<p>Strategy 2: Use our Continuum of Supports to ensure student and teaching excellence.</p>	<p style="text-align: center;">High</p>
<p>Strategy 3: Clear and consistent planning that outlines and supports attainment of our goals and strategies.</p>	<p style="text-align: center;">High</p>
<p>Strategy 4: Regularly embedded and structured PLT time that advances our goals and strategies.</p>	<p style="text-align: center;">High</p>
<p>Strategy 5: Clear process for supporting and collaborating with students to ensure success through tailored programming and supports.</p>	<p style="text-align: center;">High</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Strong engagement and connection between the school and community • Staff engagement and decision-making to create and implement school direction • Collecting and using student voice to set and advance school goals • Increased opportunities for parent and stakeholder connection and decision making <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Continue building stakeholder connections • Continue to build on regular communication with stakeholders through alternative means <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue building stakeholder connections 	

- Continue to build on regular communication with stakeholders through alternative means
- Continue to collect and use student voice to enhance school and community connection and direction

Support

Our Story of Support

As a staff, our focus has been to build common language on respect, responsibility, citizenship, and well-being through clear expectations identified in our Continuum of Supports. These attributes and values are expected to be demonstrated by students and staff using a school-wide approach to ensuring positive behavior and support for all students. Over the course of the year, we have worked with staff and monitored the implementation of these supports to ensure a positive school culture. We have received positive and ongoing feedback from guest teachers, students, parents, and community members because of the work our team has committed too. As we evolve, our support system grows and becomes more consistent with dedicated staff committed to supporting students and each other in achieving their goals. Our team and structures will continue to evolve over time with more consistent application to support students through an early intervention process.

The students at Oilfields High School have many opportunities in which to belong as we have seen growth in the number of volunteers who commit to supporting our community and school-wide events. Whether it is existing opportunities or the desire to establish new ones, our staff are prepared to support students' desire to find ways to connect to their passions / interests and to belong to something that will positively impact the school culture. With the support of our community, the opportunities are endless with a bright and positive future moving forward.

- [Policy 14: A Place for All](#)
- [AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster 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	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance wellness and well-being:</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p>	<p><i>Indicators of achieving outcomes</i></p>

<p>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 style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Desired Result</i></p> <p>Advance our Continuum of Supports:</p> <p>Continue to develop and advance our Continuum of Supports.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • learners contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports 	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe

	<ul style="list-style-type: none"> • 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"> • 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 and achievement.

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	90.0 %	83.1 %
2021-2022	89.2 %	82.2 %
2022-2023	77.9 %	76.3 %
2023-2024	91.5 %	84.2 %
Evaluation	Very High / Improved Significantly	High / Improved

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	70	68	42	30	48

2021-2022	54	50	32	20	44
2022-2023	77	76	65	63	82
2023-2024	95	93	83	71	88
Evaluation	Very High	Very High	High	Intermediate	High

<p style="text-align: center;">Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>Based on SOS-Q survey, Alberta Assurance Survey, FSD Parent Survey, MIPI/Grade data and Student Engagement Survey:</p> <ol style="list-style-type: none"> 1) Continue to work collaboratively with stakeholders to develop a collective and universal approach to learning (academic, social-emotional, behavior, wellness) that is grounded in research and connected to the continuum of supports: <ul style="list-style-type: none"> - literacy, numeracy, designing and assessing for transfer, innovation and design, MyBlueprint, wellness. 2) Continue to advance understanding and implementation of the Continuum of Supports to ensure optimum student learning and a safe, caring, welcoming, and 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. 	<p style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continue to improve visibility and Implementation of structures and strategies within the Continuum of Supports.</p> <ul style="list-style-type: none"> - Meaningful relationship building between stakeholders to improve collaboration and school culture at the universal level. - Visibility, communication, capacity building, and application of supports and services available to students, parents, and staff at the universal level. - Continue developing a shared understanding and application of principles of an inclusive education system at the universal level. - Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams, and community resources. - Continue to collaborate and work together as an academic and social-emotional support team toward targeted student needs. - Continue to advance CTF/CTS programming and connections tailored to student needs. - Advancing academic support for all students (close the gap / extend understanding). 	<p style="text-align: center;">Very High</p>

Strategy 2: Continue to improve visibility and implementation of structures and strategies for wellness and wellbeing.

- Continue to promote, develop, and involve all stakeholders in school wellness initiatives and ongoing programming to promote wellness and wellbeing.
- 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.
- Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
- Supporting student connections with staff and target students who lack a 'go to person.'

High

Continuum of Supports and Wellness and Well-Being

Areas of Strength:

- Creation of a clear code of conduct for students and staff that included input from multiple stakeholders.
- Application of our co-created Code of Conduct and Continuum of Supports across the school.
- Relationship building focus through a trauma-informed lens as part of our Continuum of Supports.
- Defining, co-creating and building capacity for universal supports and actions through our Continuum of Supports.
- Advancing structure to support the learning and academic gaps for learning.
- Rebuilding CRT with staff input to advance student supports.
- Continued progress for designing and assessing meaningful and relevant learning for transfer.

Areas for Growth:

- Improvement in community results for supporting students at risk, continuum of supports, safe and caring schools, and programming access.
- Continue to build and advance our Continuum of Supports.
- Continue to communicate Continuum of Supports with all stakeholders.
- Continue to advance learning for transfer and innovation and design to connect to real world challenges and relevance.
- Redesign support block for junior high students.
- Build a strong junior high team focused on providing support to close academic gaps.

Next Steps:

- Communicate and apply Continuum of Supports with all stakeholders.
- Continue designing and assessing learning for transfer.
- Continue to build a safe and caring school through a trauma-informed lens (care for visitors, parents, and students).
- Work collaboratively with community services and members to develop a safe, caring, and welcoming community.
- Consistent application of restorative practice as part of the Continuum of Supports that engages students to solve problems.

Success

Our Story of Success

We have continued to advance learning for transfer at Oilfields High School to support teaching, leading, and student success. Last year, we saw the completion of our Cultural Space for all students to access based on the teachings of the Circle of Courage (Belonging, Independence, Generosity, Mastery). As a result, we have also seen an increase in the number of students who have taken our Aboriginal Studies and Circle of Courage courses. Our mural in the front foyer is meant to be a symbol of the connection we all share with each other and the environment and that everyone belongs at OHS. Our team worked to design and assess learning for understanding that leads to transfer. This work included the support of Dr. Garfield Gini-Newman and Cynthia Glaicar (Director of Staff Learning) who worked with individual and teams of teachers. Our team continues to work together while applying the principles of literacy and numeracy to support deep learning. This also included advancing innovation and design through critical challenges while considering potential careers that are connected to the learning.

- [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 <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p style="text-align: center;">Advance Innovation and Design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<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. 	<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 style="text-align: center;">Goal 2</p> <p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance Learning for Transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><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 style="text-align: center;">Indicators</p> <p style="text-align: center;"><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
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p>Provincial</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> • 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	87.4 %	84 %	76.5 %	88 %	79.3%	82.7%
2021-22	86.3 %	77.6 %	77.7 %	85.4 %	74.3 %	83.4 %
2022-23	84.2 %	68.4 %	64.9 %	76.3 %	71.5 %	73.4 %
2023-2024	84.0 %	78.2 %	82.6 %	86.3 %	81.1 %	82.5 %
Evaluation	High / Maintained	High / Maintained	Very High / Improved Significantly	Intermediate / Improved	High / Maintained	Improved

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
2022-23	1.9 %	92.9 %	45.3 %	70.8	0

2023-2024	1.6 %	91.1 %	50.3 %	62.0 %	N/A
Evaluation	Very High / Maintained	High / Maintained	Intermediate / Maintained	Intermediate / Declined	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
2020-2021	97%	78 %	88 %	90 %	68.5 %	82.5 %	64 %
2021-2022	94 %	69 %	84 %	84 %	44.5 %	56 %	75 %
2022-2023	90 %	64 %	80 %	82 %	47.5 %	57 %	66 %
2023-2024	95 %	70 %	86 %	87 %	44.5 %	57.5 %	73 %
Evaluation	Very High	Low	High	High	Intermediate	Intermediate	Intermediate

Strategies: Advance Innovation and Design

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

Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Assurance Measures, Provincial Achievement Data, and School-Developed Parent Survey:

- 1) Continue to celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.
- 2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with

Evaluation

Impact of strategies implemented

<p>designing and assessing for deep understanding and transfer.</p> <p>3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing.</p> <p>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.</p>	
<p>Strategy 1: Continue building school-wide capacity of staff 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 within Foothills School Division as a strategy for engagement and exposing students to a greater breadth of possible careers.</p>	High
<p>Strategy 2: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience with programming that supports career-based education.</p>	High
<p>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.</p>	High
<p>Strategy 4: Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.</p>	High
<p>Strategy 5: Advance the use of myBlueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.</p>	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

<p style="text-align: center;">Strategies: Advance Learning for Transfer</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Assurance Measures, Provincial Achievement Data, and School Developed Parent Survey:</p> <ol style="list-style-type: none"> 1) Continue to celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies. 2) Increase 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. 	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continue to advance intentional planning using design for understanding and the 3 Principles of Deep and Transferable Learning FSD Teacher Guide to Success.</p>	<p>Very High</p>
<p>Strategy 2: 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>Intermediate</p>
<p>Strategy 3: Continue to advance student success using intentionally embedded foundational practices and principles for assessing, grading, evaluating, and reporting.</p>	<p>High</p>

Strategy 4: Continue to advance the use of ePortfolios within the context of assessing, grading, evaluating and reporting, and student growth and achievement.	Intermediate
Strategy 5: Continue embedded PLT structures to advance school-based goals and strategies that align common understandings and mastery while making these practices and celebrations visible to all stakeholders.	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 Career and Academic Advisor
- Continued focus on conceptual understanding through teaching for deep understanding for transfer that applies the three principles: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?
- Students form conceptual understandings that transfers
- Students are agents of their own learning
- Students live with complex problems over time

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	Outcomes	Indicators
<p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance First Nations, Métis, and Inuit student success:</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our</p>	<p style="text-align: center;"><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, 	<p style="text-align: center;"><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

<p>Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>and community positively impacts learner success</p> <ul style="list-style-type: none"> learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<p>improved programs, services, and strategies for First Nations, Métis, and Inuit student success</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Goal 4</p> <p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy:</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.”</p> <p><u>AB ED Ministerial Order on Student Learning</u></p>	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><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, 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 & 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 and 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*

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	84.2	6.6	60.8	4.1	65.4	16.7	75.3	11.8	N/A	N/A
2023-2024	74	5.5	43	5.5	63.4	13.5	72.6	16.4	N/A	N/A

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences								
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30		
Achievement	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	88	8	90.5	4.8	72.7	9.1	21.4	0	77.8	7.4	85	5	73.7	21.1	66.7	33.3	70	10	N/A	N/A	
2023-2024	87.5	4.2	96.7	13.3	85.7	21.4	42.1	5.3	65.4	11.5	89.3	17.9	71.4	19.0	85.7	57.1	100	37.5	N/A	N/A	

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
2020-2021	60	61	59
2021-2022	77	68	64
2022-2023	66	78	68
2023-2024	81	66	75
Evaluation	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
2020-2021	N/A	N/A	N/A	N/A
2021-2022	48	51	58	42
2022-2023	74	91	67	89
2023-2024 (Only Grade 8 & 9 – New Curriculum)	73	93	68	91
Evaluation	Intermediate	Very High	Intermediate	Very High

<p align="center">Strategies: Advance Literacy and Numeracy</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>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:</p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
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<ol style="list-style-type: none"> 1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies. 2) Increase 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. 	
<p>Strategy 1: Advance the use and consistent application of all classroom and local assessment measures (grade level assessments and numeracy) to inform teacher practice and support student growth and achievement.</p>	<p>High</p>
<p>Strategy 2: Advance school-wide use of high-yield principles and practices for literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.</p>	<p>Intermediate</p>
<p>Strategy 3: Advance the development and application of Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.</p>	<p>Intermediate</p>
<p>Strategy 4: Advance the ease of access and use of the Foothills School Division’s Staff Learning Link, Supports for Students Link, and Supports for Families Link to build capacity that will benefit all stakeholders and increase student growth and achievement.</p>	<p>Intermediate</p>

Areas of Strength:

- Embedded literacy strategies as part of planning for learning 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

Evidence and Key Insights

Advance First Nations, Métis, and Inuit student success

Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)

Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	48	46	45	44	44	54	53	41	68	71	55	37	70	83	68	78	59	51
2022-2023	48	48	45	46	44	43	53	55	68	67	55	58	70	68	68	66	59	61

2023-2024	70	74	62	63	62	68	73	84	80	79	75	95	82	95	83	95	75	79
Evaluation	Intermediate	Intermediate	Low	Low	Low	Low	Intermediate	High	High	Intermediate	Intermediate	Very High	High	Very High	High	Very High	Intermediate	Intermediate

<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</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>Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:</p> <ol style="list-style-type: none"> 1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies. 2) Increase 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. 	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.</p>	<p align="center">Intermediate</p>
<p>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.</p>	<p align="center">High</p>
<p>Strategy 3: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.</p>	<p align="center">Intermediate</p>

Strategy 4: Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.	Intermediate
Strategy 5: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	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

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help	<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

	<p>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"> • 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	99	97	93	94	93	65.2

2021-2022	86	88	88	83	81	59.4
2022-2023	76	79	75	61	64	
2023-2024	N/A	N/A	N/A	N/A	N/A	70.8
Evaluation	N/A	N/A	N/A	N/A	N/A	N/A

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	60	87	73	88
Evaluation	Intermediate	High	Intermediate	High

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

Based on staff PLT 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 the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies.
- 2) Increase 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

Evaluation

Impact of strategies implemented

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.	
Strategy 1: Focused school-based learning days on the advancement of student success through impactful staff collaboration and learning.	High
Strategy 2: Continue with embedded PLT structures during our day to advance our goals and strategies.	Intermediate
Strategy 3: Advance optimal student learning through the development of collective efficacy to teach for deep and transferable learning by providing professional learning support for all staff using the staff learning link, playlists, guides to success, and learning services.	Intermediate
Strategy 4: Continue to develop professional learning that focuses on a school-wide belief that we are responsible for all students and their success.	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:

- Share evidence of practice.
- Evidence of principles and practice in action made visible across the school.
- Increase collective efficacy and belief in colleagues.

Next Steps:

- Continued 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