



2023 - 2024
ANNUAL
EDUCATION
RESULTS
REPORT



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Approved November 27, 2024
Revised January 2025

FOOTHILLS SCHOOL DIVISION ANNUAL EDUCATION RESULTS REPORT 2023-2024

Welcome to our Annual Education Results Report (AERR) for 2023-2024.
This is our story of engagement, support, and success for each learner.

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 2021-2024 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 plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

Foothills School Division 2021-2024 Education Plan – [Year 1](#) | [Year 2](#) | [Year 3](#)

Foothills School Division Annual Education Results Report – [2021 – 2022](#) | [2022 - 2023](#)



LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

[Foothills School Division's Truth and Reconciliation for Learner Success Toolkit](#)



PURPOSE

Education at the centre of a flourishing community.



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 leadership.

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

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

OUR GOVERNANCE

BOARD CHAIR AND SUPERINTENDENT MESSAGE

The 2023-2024 school year marks another significant stride in our journey towards "placing education at the center of a flourishing community." The Foothills School Division's (FSD) dedication to continuous improvement remains evident throughout the organization this year. Our collective efforts are driven by the principles of learner Engagement, Support, and Success, which are underscored by high-quality teaching and learning opportunities, the reduction of learning gaps, and the support of the mental health and well-being of all students and employees.

In 2023-2024, we emphasized and focused on:

- Advancing mental wellness and well-being for students and employees,
- Supporting and creating opportunities to renew connections and positive professional relationships throughout our community,
- Addressing potential gaps in learning,
- Celebrating increases in resiliency and success, and
- Continuing to provide timely and transparent communications.

This year's Annual Education Results Report (AERR) highlights the division's strides towards achieving our priorities. Reflecting on another school year that was centered on "flourishing," we are delighted to present and celebrate the tangible evidence of our unwavering commitment to continuous improvement and to the division's Policy 1: Engagement, Support, and Success for Each Learner. We are incredibly grateful to the entire FSD Team for the significant progress made this year toward our goals. Thanks to their dedication, we continue to foster continuous improvement, crafting and delivering high-quality learning experiences, and ensuring welcoming, safe, caring, and inclusive environments that honour and reflect our diverse community of learners.

The Foothills School Division currently comprises five wards adjacent to the south side of the City of Calgary stretching from High River and Area, through the Town of Okotoks, to the High Country of Foothills County. As advocates for your - our - community, we value your input and feedback. The Board of Trustees remains steadfast in our commitment to building and supporting positive relationships with all members of the FSD school community including parents, staff, and students. As your locally elected representatives, we are here to listen, to respond to your questions, and to bring your concerns to the board. We invite you to stay connected by following Board Meeting updates on the FSD website and in the monthly divisional newsletter as well through our 'Footnotes' and updates at monthly school council meetings.



2023-2024 Board of Trustees

(L-R) Phil Irwin, Lisa Penzo, Chris Fuzessy, Theresa Letendre, Jack Molyneux, Sharon Nichols, John Evans

Our Board of Trustees

Ward 1 – **Jack Molyneux**

Ward 2 – **John Evans**

Ward 3 – **Theresa Letendre** (Chair)

Ward 4 – **Sharon Nichols, Lisa Penzo** (Vice-Chair)

Ward 5 – **Phil Irwin**

Our Executive Team

Superintendent of Schools

Chris Fuzessy

Asst. Superintendent, Employee Services

Allen Davidson

Asst. Superintendent, Learning Services

Caroline Roberts

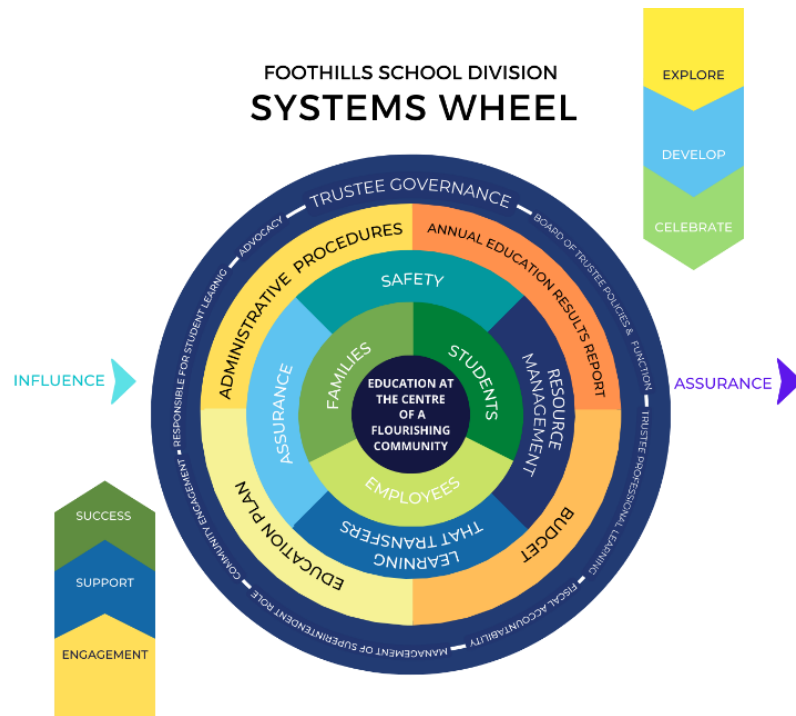
Asst. Superintendent, Corporate Services

Secretary Treasurer

Drew Chipman

SYSTEM THINKING, ACCOUNTABILITY AND ASSURANCE

Our story of assurance starts with systems thinking. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



Systems thinking is the cornerstone of how our learning organization thinks about the world by seeing interrelationships, circles of influence, iterative cycles, connections, processes, and patterns of change over time and in our local and societal context. For us this has meant building a shared vision, identifying, and addressing our areas of opportunity, focussing on team learning, understanding our strengths, motivation, and interconnectedness, and striving for continuous growth and improvement. Systems thinking led to our purpose of education at the centre of a flourishing community. It impacts the actions we take, shapes the strategies we implement, the structures we develop and systems we establish. We are a robust system that is integrated within the community. No single decision is made in isolation without considering the entire system.

System-ness has helped us see patterns and connections, creating alignment and taking action to advance our goals, and provide assurance. The creation of our Foothills School Division Systems Wheel shows all the interconnected pieces that form the whole of our system. Our system is influenced by external factors, such as provincial funding, *the Education Act*, parent voice, student voice, employee engagement groups, and our community. We also have internal influences such as our Board of Trustees governance, administrative procedures, our budget, and AERR. Our outputs, or assurances, are the AERR, Capital Plan, and, most significantly, our successful students. It tells our story of *system-ness*.

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 five-year fixed 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.



ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> • Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> • Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance 	<ul style="list-style-type: none"> • Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance





OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

Goal

- Advance Stakeholder Engagement and Communications

Assurance Measure

FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Goals

- Advance Wellness and Well-being
- Advance Continuum of Supports

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.

Goals

- Advance Innovation and Design
- Advance Learning for Transfer
- Advance Literacy and Numeracy
- Advance First Nations, Métis, and Inuit student success

Assurance Measure

FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

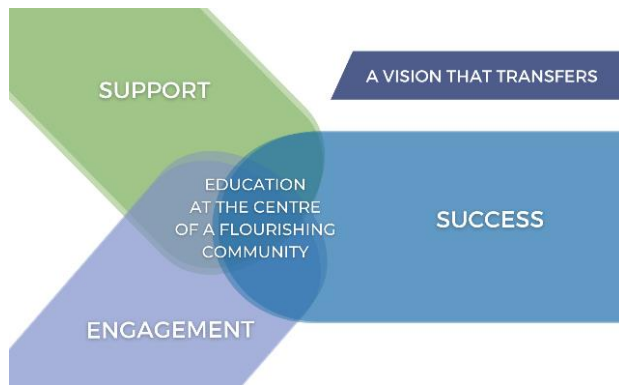
Governance

Goal:

- Advance Continuous Improvement and Assurance

Assurance Measure

FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal

- Advance Excellence in teaching, learning and leading.

Assurance Measure

FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).



SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the *Education Act*.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed AP 404 – Duty to Report – Whistleblower Protection Act to manage this new requirement. No disclosures were made during 2023-2024.



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for The Foothills School Division for 2023-24 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023-2024 was approved by the Board on November 27, 2024.

Theresa Letendre, Chair
Board of Trustees

Christopher Fuzessy, PhD
Superintendent of Schools



» OUR DIVISION

HIGH RIVER & AREA SCHOOLS

- **École Joe Clark School** (K-5)
- **Spitzee Elementary School** (K-5)
- **École Senator Riley Middle School** (6-8)
- **École Secondaire Highwood High School** (9-12)
- **Blackie School** (K-8), Blackie
- **Cayley School** (K-8), Cayley
- **Cayley Colony School**
- **High River Colony School**
- **MacMillan Colony School**

OKOTOKS & AREA SCHOOLS

- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School | Alberta High School of Fine Arts** (10-12)
- **Cameron Crossing School** (7-12)
- **Heritage Heights School** (K-9), DeWinton
- **Red Deer Lake School** (K-9), Foothills County

HIGH COUNTRY SCHOOLS

- **C. Ian McLaren School** (K-6), Diamond Valley
- **Turner Valley School** (K-6), Diamond Valley
- **Longview School** (K-6), Longview
- **Millarville Community School** (K-8), Millarville
- **Oilfields School** (7-12), Diamond Valley

LEARN ANYWHERE

- **Foothills Digital School** (1-12+)
- **Foothills Education Outreach Centre**

» PROGRAMS

- Alberta High School of Fine Arts
- Career Education
- EXPLORE: Nature-based Learning
- French Immersion
- Full- and Part-Time Kindergarten
- Indigenous Learning
- Innovation and Design and Career Futures
- International Baccalaureate PYP
- International Students
- Junior Kindergarten
- Montessori Program
- Summer School





HIGHLIGHTS AND ACCOMPLISHMENTS

- Welcomed the Lieutenant Governor of Alberta to Oilfields High School, who acknowledged the achievement of the Vertical Farm Initiative and its impact on student learning, the community, and our environment.
- Hosting a division-wide learning conference on building a trauma-informed culture, to enrich supports and services for students.
- A system of reporting that engages parents in learning, by regularly communicating student growth and achievement, all leading to student success.
- 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.
- Continued the Indigenous Advisory Circle to foster reciprocal relationships and advance truth and reconciliation efforts.
- Hosted the inaugural First Nation, Métis, and Inuit Graduation Ceremony.
- Expanded our Students' Matters Committee, increasing student participation and their impact on decision-making, promoting safe and caring cultures, well-being, achievement, and success.
- Sustained the implementation and support of before and after school care programs across the Division.
- Continued piloting the full-time kindergarten program in select schools across the Division.
- Provided ongoing literacy and numeracy support to address learning disruptions from kindergarten to Grade 12.
- Renewed the Royal Bank of Canada grant to support youth mental health initiatives across the Division.
- Co-hosted the third annual Foothills Youth Mental Health Partnership Summit in collaboration with community organizations.
- Maximizing funds to support staffing increases across the Division as part of the budget decisions for the 2023-2024 school year.
- Hosted a delegation of educators from Eastern Canada to share insights on FSD's implementation of Indigenous Learning.
- Members of the Executive Team presented at the Canadian Association of School System Administrators Conference on the development of a flourishing leadership culture.
- Developed a 5-year fixed Education Plan that deepens our commitments to learning and continuous improvement.
- Conducted the Ideas that Make Cents public consultation to inform budget planning and decisions for the 2023-2024 school year.
- Identified FSD as a leader with A.I. at the College of Alberta School Superintendents Spring Conference.



TRENDS AND CHALLENGES

- Slight overall decline in enrolment throughout the Division
- Ongoing need for academic supports to address learning disruptions and close learning gaps
- Continuous development and necessary expansion of youth mental health supports
- Persistent challenges in covering staff absences across various employment categories
- Continual growth and renewal in school and system leadership positions
- Continued emphasis on enhancing the wellness and wellbeing of students, staff, families, and communities
- Implementation of new curricula within a short period of time.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

In generalizing to a population, it is vital that the survey uses a representative sample of the entire population.

- Auditor General of Canada

Assurance Measure	Foothills School Division Assurance Survey (2554 Parents ~ 30% of families)	ABED Assurance Survey for Foothills School Division (335 Parents ~ 5% of families)	Alberta Education Assurance Survey Provincial Results
Student Learning Engagement	88.0%	79.7%	83.7%
Citizenship	86.0%	74.7%	79.4%
Education Quality	85.0%	84.5%	87.6%
Safe, Caring & Welcoming	91.0%	81.8%	84.0%
Access to Supports	84.0%	73.7%	79.9%
Parental Involvement	75.0%	74.4%	79.5%
School Improvement	73.0%	69.2%	75.8%

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.

AEAM Summary by Stakeholder Group (Parents/Students/Staff)							
Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2020-2021 (FSD) (n=470 parents – 4% of families)	83.9%	81.3%	88.8%	87.2%	81.4%	76.7%	78.3%
2020-2021 (Prov)	85.6%	83.2%	89.6%	87.8%	82.6%	79.5%	81.4%
2021-2022 (FSD) (n=342 parents – 4% of families)	82.6%	78.6%	87.7%	85.5%	80.8%	76.6%	69.4%
2021-2022 (Prov)	85.1%	81.4%	89%	86.1%	81.6%	78.8%	74.2%
2022-2023 (FSD) (n=286 parents – 5% of families)	81%	75.6%	86.2%	82.8%	76%	75.5%	69.2%
2022-2023 (Prov)	84.4%	80.3%	88.1%	84.7%	80.6%	79.1%	75.2%
2023-2024 (FSD) (n=335 parents – 5% of families)	79.7%	74.7%	84.5%	81.8%	73.7%	74.4%	69.2%
2023-2024 (Prov)	83.7%	79.4%	87.6%	84.0%	79.9%	79.5%	75.8%
Evaluation (Achievement)	n/a	Intermediate	Intermediate	n/a	n/a	Low	Low
Evaluation (Improvement)	Declined	Declined	Declined Significantly	Declined Significantly	Declined Significantly	Maintained	Maintained

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2020-2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022 (n=2830 parents – approx. 31% families)	91%	84%	96%	84%	81%	74%	55%
2022-2023 (n=2608 parents – approx. 31% families)	90%	80%	94%	80%	75%	72%	56%
2023-2024 (n=2554 parents – approx. 30% families)	88%	86%	85%	91%	84%	75%	73%
Evaluation	Very High	Very High	High	Very High	High	Intermediate	High

A FRAMEWORK FOR A FLOURISHING COMMUNITY

fsdconnect.com/flourishing-communities

Over the last 5 years, our system has engaged to foster a culture that places education at the centre of a flourishing community. We are now expanding this work into our community, building an understanding that the success of our community is a mutual responsibility.

In the past year, we connected with our partners in education to identify a common definition of community, to outline the conditions must exist for us to be in a flourishing community, and to seek your evidence of our flourishing community. Our first engagement did not warrant significant data to represent the diversity of our community; as such, we will not be sharing detailed data points—yet.

We are committed to placing education at the centre of a flourishing community. In the coming months our community will be prompted to re-engage with this work so we may have a fulsome data set to celebrate the ways we already are flourishing, identify the areas of opportunity within our community and create an action plan, and advance our purpose.

We invite you to join us on this journey through flourishing.



100%

Participants agree that **Belonging** is an element of flourishing. As such, welcoming communities are a shared responsibility.



I believe in small towns; schools are the heart of the community. They are a place of connection, support and guidance. Teachers, students, parents and the greater community can come together to instill passion and grow the capacity of the area.

» OUR STORY OF ENGAGEMENT

WHY STUDENT MATTERS' MATTERS

Student voice is a critical element to creating flourishing school communities. This voice can foster a culture of inclusivity and empowerment by providing students opportunities to express their thoughts, opinions and needs. Opportunities to have their voice heard support students in feeling valued and engaged in their school communities. Having voice also cultivates a sense of belonging within the school community—*A Place for All*.

Students' Matters provides an opportunity for students from each school throughout Foothills School Division to come together and share their voice in a broader capacity. These gatherings enhance leadership amongst students and prepare them for future leadership roles, both within and outside of the school setting. Skills such as critical thinking, collaboration, and public speaking are all developed through student participation in Students' Matters. Through actively participating in the divisional gatherings and then taking ideas back to their school and implementing actions, students learn the importance of responsibility and advocacy, empowering them to effect change in their own school and share that with the broader school division.

STAFF ADVISORY COUNCIL ADVANCES WELLNESS & WELL-BEING FOR ALL

Advancing wellness and well-being is, and has been, a consistent focus for Foothills School Division. On a continual basis, members of the Staff Advisory Council share stories, discuss challenges, and plan forward to foster the conditions for a flourishing community. FSD School Board Trustees attend these gathering; gaining insights into how the Education Plan is being lived throughout the division; gaining deeper understanding of the challenges staff are facing in their day-to-day practices and hearing the conversations leading to thoughtful actions that will continue to cultivate learning environments that support student achievement and well-being.



2,554

Parents participated in the FSD Assurance Survey

100

Students from grades 4 to 12 participate in Students' Matters

24

Schools and division sites have representation at the Staff Advisory Council

82%

Of teachers indicate that there has been growth in school improvement over the last 3 years.

(Alberta Education Assurance Measures)

Engagement Opportunities & Resources

- **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**

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>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.</p>	<p>Stakeholder engagement and communication strategies ensures:</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 	<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. 	<p>Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</p> <p>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.</p> <p>Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</p>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> • Building relationships • Engaging with education partners and stakeholders • Creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement. • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. · fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. · provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement. 	<p>Stakeholder Engagement: Evidence of stakeholders communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making.</p> <p>FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures.</p> <p>Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.</p> <p>Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.</p>
<p>43 division and school-based leaders accessed</p> <p>23 interactive data dashboards on an average of</p> <p>400 times per month.</p> <p>Most Frequent Reports:</p> <ol style="list-style-type: none"> 1. Attendance 2. Intellectual Engagement 3. Social Emotional Learning 4. Numeracy & Literacy 5. SOS-Q 			

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	School Improvement
2023-2024 (FSD) (n=335 parents – 5% of families)	84.5%	74.4%	69.2%
2023-2024 (Prov)	87.6%	79.5%	75.8%
Evaluation (Achievement)	Intermediate	Low	Low
Evaluation (Improvement)	Declined Significantly	Maintained	Maintained

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	Education Quality	Parental Involvement	School Improvement
2023-2024 (n=2554 parents – approx. 30% families)	85.0%	75.0%	73.0%
Evaluation	High	Intermediate	High

OUTCOMES TO CONSIDER

Education Quality

- Your child clearly understands what they are expected to learn at school
- Your child finds schoolwork challenging
- Your child finds schoolwork interesting
- Your child is learning what they need to know
- The quality of education your child is receiving at school

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions about your child's overall education
- The opportunities to be involved in decisions about your child's school

School Improvement

- Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23

*Revised or added for 2023-24 (Year 3)

Evaluation

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	
🔗 Strategic Plan 2023-2024	
Strategy 1: Continue to provide timely Assurance reporting so that stakeholders can assess school and system successes.	High
Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.	Very High
Strategy 3: Parent Engagement - Continue to promote and profile Community Engagement as the official Foothills School Division online engagement portal to encourage discussion and collect parent voice in divisional and school-based decisions.	High
Strategy 4: Community Engagement - Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.	High
Strategy 5: Communications - Continue to ensure 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 the system.	High

CONTINUOUS IMPROVEMENT AND ASSURANCE	
🔗 Strategic Plan 2023-2024	
Strategy 1: Continue to provide timely Assurance reporting so that stakeholders can assess school and system successes.	High
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	High
Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	Intermediate
Strategy 4: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all stakeholders.	Intermediate

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- 5% of parents in FSD responded to the Alberta Education Assurance Survey. This survey represents parents of students in grades 4, 7 and 10. Participation in this survey is an area for growth and improvement.
- 9135 invitations provided 2554 responses to our FSD Assurance Survey representing approximately 30% of parents of students from grades Junior Kindergarten to grade 12. High participation in this survey is evidence of strong stakeholder engagement and voice in decision making.
- The advantage of asking the same questions in the FSD Assurance Survey as are in Alberta Education Assurance Survey allows us to directly compare results from both surveys.
- The Alberta Education Assurance Survey indicates Quality of Education is slightly below the provincial average. The FSD Assurance Survey of all parents Junior Kindergarten to grade 12 indicates 85% participants reported positively to Quality of Education in FSD.
- The Alberta Education Assurance Survey indicates Parental Involvement is below the provincial average. The FSD Assurance survey shows an increase from previous years in Parental Involvement with 74% of parents responding positively.
- The Alberta Education Assurance Survey indicates School Improvement is below the provincial average. The FSD Assurance survey shows a significant increase from previous years in School Improvement with 73% of parents responding positively. This is a 17% increase.
- There were many stakeholder engagement opportunities that provided voice in decision making.
- Participation rates in a variety of engagements has improved.
- Engagement practices and communications demonstrate being responsive to local needs, increasing stakeholder understanding of educational matters, and improved decision making.
- Stakeholder engagement practices and communications provided stakeholders with accurate, accessible, and easy to understand information about the progress and performance of advancing FSD goals.
- FSD anticipated local and societal needs and circumstances and responded with flexibility and understanding in engagement and communications.

» OUR STORY OF SUPPORT

Wellness and well-being are the foundation of a flourishing community. Foothills School Division is committed to supporting the wellness and well-being of our staff and students. We do this by working together to create welcoming, safe, caring, inclusive and respectful environments that are trauma informed and responsive to the needs of students and staff. In FSD, we see staff wellness and student well-being as equally important, and essential components of our flourishing community.

The anchor of FSD's vision for wellness and well-being is a visual developed by Learning Services that incorporates the Circle of Courage. The Circle of Courage¹ imagery, developed by Dr. Martin Brokenleg of the Rosebud Sioux Tribe, Dr. Larry K. Brendtro, and Dr. Steve Van Brockern is based on the ancient Indigenous teachings of the Medicine Wheel. From the teachings, the 4 essential elements, or needs, of all humans are: belonging, mastery, independence, and generosity. Within the FSD visual are two hands, representing our collaborative work of ensuring our staff and students have the skills, support, and resources to best meet these needs, which in turn supports all our wellness and well-being.



To action the goal of balance within the 4 essential elements of the Circle of Courage, the common frameworks we are focusing on as a division to support wellness and well-being for students and staff are Social Emotional Learning, Comprehensive School Health, Foothills' Continuum of Supports, and Heartcare.



91%

Parents indicate our schools are safe and caring spaces
(FSD Assurance Survey)

89%

Students report our schools are safe and caring spaces
(SOS-Q)

84%

Parents indicate students have access to supports
(FSD Assurance Survey)

87%

Students report positive peer relationships
(SOS-Q)

Support Opportunities & Resources

- **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**

SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> Learners contribute to developing and advancing cultures of wellness and well-being. Learners contribute to and feel welcomed, cared for, respected and safe. Learners access a robust continuum of supports. Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change. Students will build resilience and positive mental health skills. Students will know the difference between and how to manage health stress and traumatic stress. 	<ul style="list-style-type: none"> Improved wellness and wellbeing in students and staff. Learners are active, healthy, and well. · All students and staff demonstrate understanding and respect for the uniqueness of all learners. All learning environments are welcoming, caring, respectful and safe. · Learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations. Improved understanding of an inclusive education system is shared by all education partners. Collaboration with education partners to support learning. Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities. Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning. 	<ul style="list-style-type: none"> 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. SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Access to Supports through a Continuum of Supports: Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff). Staff Advisory (Guarding Minds Survey) and Students' Matters input and feedback. Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.
<p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> Learners demonstrate understanding and respect for the uniqueness of all learners. A robust continuum of supports ensures student success. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<ul style="list-style-type: none"> Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Continuum of Supports is visible and accessible. Collaboration with education partners to support student learning and well-being. 	

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 (students 'at risk')
2023-2024 (FSD)	81.8%	73.7%
2023-2024 (Prov)	84.0%	79.9%
Evaluation (Achievement)	High	n/a
Evaluation (Improvement)	Declined Significantly	Declined Significantly

FSD Assurance Survey (Parent): 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 (students 'at risk')
2023-2024	91.0%	84.0%
Evaluation	Very High	Very High

FSD SOS-Q Survey (Student) (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					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2023-2024	88.5%	76.0%	81.0%	71.0%	86.5%
Evaluation	Very High	Intermediate	High	Intermediate	Very High

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can get help at school with problems that are not related to

Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

When your child needs it, teachers at your child's school are available to help them


Your child can easily access programs and services at school to get help with schoolwork


Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23
 *Revised or added for 2023-24 (Year 3)

Evaluation

WELLNESS AND WELL-BEING  Strategic Plan 2023-2024	
Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.	High
Strategy 2: Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all.	Intermediate
Strategy 3: Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.	Intermediate
Strategy 4: Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and well-being in support of a flourishing learning community.	High
Strategy 5: Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and well-being.	High

CONTINUUM OF SUPPORTS  Strategic Plan 2023-2024	
Strategy 1: Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.	Very High
Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.	High
Strategy 3: Refine and expand the continuum of supports for student success.	Intermediate
Strategy 4: Continue to strengthen community partnerships and collaborations to support our students and staff.	High
Strategy 5: Continue to engage students, staff and parents in strategies that support student success.	High

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

- Students at your child's school care about each other
- Students at your child's school respect each other
- Students treat each other well at your child's school
- Teachers care about your child
- Your child is safe at school
- Your child is safe on the way to and from school
- Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education (All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- SOS-Q data indicates very high achievement in Safe and Caring and Peer Relations with a high percentage of students reporting above the national average.
- SOS-Q data indicates high achievement in self-confidence with a high percentage of students reporting above the national average.
- SOS-Q data indicates intermediate achievement in self-confidence with a moderate percentage of students reporting above the national average.
- FSD Assurance survey data from parents indicates very high achievement in Safe and Caring and Access to Supports and Services measures with a significant increase since the previous year.
- AEAM data indicates that Safe and Caring remains consistent over the past 4 years, remaining above 80%.
- AEAM data indicates a decrease of Access to Supports and Services and is below the provincial average.

» OUR STORY OF SUCCESS:

INNOVATION & DESIGN LEARNING THAT TRANSFERS

In Foothills School Division, we create conditions where everyone can thrive, grow, and learn. We place education at the centre of a flourishing community and our priority is the engagement, support, and success of each learner.

Our story of success for each learner in Foothills School Division is that our learners will develop the core competencies of academic achievement, lifelong learning, and global citizenship as well as the skills to effectively communicate, collaborate, problem solve, innovate, and think critically. Learners explore and develop their skills and passions and achieve their highest potential.

Students thrive in situations where they are tasked to lead and be responsible. Individuals are motivated to be competent and to develop skills of critical thinking. They are excited and challenged by problem solving which increases their desire and drive to achieve and be successful. Children learn to understand and navigate the world and can say, "I can succeed." We want everyone in our Foothills learning community to be engaged, be supported, and have success.

With a focus on deep and transferable learning in Foothills School Division, we optimize student learning and achievement. We provide meaningful, intellectually engaging learning experiences for our students. Learning is designed to deepen conceptual understanding to make connections in learning within subjects and across subjects. We build student agency by encouraging students to be active and engaged learners with voice and choice. We draw on student strengths, interests, and talents and provide opportunities for students to get involved and be leaders. We strengthen critical thinking and problem-solving skills so that students approach challenges with creativity, flexibility, and determination. We engage students in design thinking and career exploration through authentic, hands-on, real-world, experiential learning to deepen knowledge, skills, and competencies to develop life-long learners, active citizens, prepared for the future and who positively contribute to a flourishing learning community.



81%

of students indicate that their learning is engaging and contributes to achieving success.

(Intellectual Engagement Survey)

87%

of parents are satisfied with the learning opportunities available at their child's school.

(FSD Assurance Survey)

85%

of parents believe that their students have the skills necessary for lifelong learning.

(FSD Assurance Survey)

93%

of students indicate it is important to do their best.

(Intellectual Engagement Survey)

Evidence of Success & Resources

**Innovation and Design
Learning that Transfers**

**STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS**

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<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 	<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. 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.
<p>Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<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 Learners apply knowledge, understanding and skills in authentic contexts and situations. 	<ul style="list-style-type: none"> Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals Learners apply knowledge, understanding and skills in real life contexts and situations Measures indicate that learners are intellectually engaged in their learning. 	<ul style="list-style-type: none"> Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. 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.

RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

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
2023-2024 (FSD)	74.6%	76.7%	74.7%	84.5%	72.1%	79.4%
2023-2024 (Prov)	80.6%	82.6%	79.4%	87.6%	79.9%	83.7%
Evaluation (Achievement)	Very Low	Intermediate	Intermediate	Intermediate	Intermediate	n/a
Evaluation (Improvement)	Declined Significantly	Maintained	Declined Significantly	Declined Significantly	Maintained	Declined Significantly

FSD Assurance Survey: 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
2023-2024	87.0%	77.0%	86.0%	85.0%	85.0%	88.0%
Evaluation	High	High	Very High	High	Very High	Very High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2022-2023 (FSD)	1.3%	87.6%	94.9%	55.5%	77.6%	54.0%
2022-2023 (Prov)	2.5%	80.4%	88.1%	60.1%	70.7%	52.7%
Evaluation (Achievement)	Very High	High	Very High	Intermediate	Very High	Intermediate
Evaluation (Improvement)	Declined	Declined	Maintained	Maintained	Maintained	n/a

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

Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2023-2024	93.0%	67.0%	81.0%	86.0%	78.0%	49.0%	56.0%	57.0%
Evaluation	Very High	Intermediate	Very High	Very High	High	Intermediate	Intermediate	Intermediate

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23

*Revised or added for 2023-24 (Year 3)

Evaluation

INNOVATION AND DESIGN

🔗 Strategic Plan 2023-2024

Strategy 1: Advance systemic staff capacity for continued implementation of the <i>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</i> as a strategy for engagement and exposing students to a greater breadth of possible careers.	Intermediate
Strategy 2: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in career-based education.	High
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	Very High
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.	High
Strategy 5: Advance the use of myBlueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.	Intermediate

LEARNING THAT TRANSFERS

🔗 Strategic Plan 2023-2024

Strategy 1: Advance systemwide understanding of how the practices within the 3 Principles of Deep and Transferable Learning <i>FSD Teacher Guide to Success</i> provide meaningful, intellectually engaging, learning experiences for each learner.	Intermediate
Strategy 2: Increase consistent use of <i>high yield instructional tools and strategies</i> aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.	Very High
Strategy 3: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.	Very High
Strategy 4: Advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.	Intermediate

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- All measures in the Student Intellectual Engagement Survey were maintained or showed growth.
- Significant improvement and very high evaluation in Rigor, Student Effort, and High Expectations as per the Student Intellectual Engagement Survey.
- Support showed significant Improvement and high evaluation in the Student Intellectual Engagement Survey.
- High level of students indicate that their “school provides a continuum of supports and services for students experiencing difficulties in areas beyond their learning and schoolwork” and that their teachers provide a continuum of supports to help them when they have difficulties with my learning.
- We have seen growth in the areas of Relevance and Intellectual Engagement in ELA/FLA/Social Studies and consistent engagement for Mathematics, CTF, and CTS.
- All measures on the FSD Assurance Survey are evaluated as high and very high.
- The Citizenship measure improved significantly by 6% as per the FSD Assurance Survey to a very high evaluation. The Lifelong Learning measure improved significantly by 16% as per the FSD Assurance Survey to a very high evaluation.
- Program of Studies, Work Preparation, and Quality of Education all evaluated high as per the FSD Assurance Survey.
- There has been a decline in the Program of Studies measure on the Alberta Education Assurance Survey
- Consistent performance on the Alberta Education Assurance Measures in Work Preparation, Citizenship, Quality of Education, Life-Long Learning, and Student Learning Engagement from the previous year.
- Very high achievement for Low Dropout Rate, 3/5-year High School Completion and Rutherford Scholarship are evaluated as very high with transition rate evaluated as maintained intermediate.

**STUDENT GROWTH AND ACHIEVEMENT
LITERACY AND NUMERACY**

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<ul style="list-style-type: none"> 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 	<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 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. 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) 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 provides assurance of continuous improvement and student growth and achievement.

OUTCOMES TO CONSIDER

<p>Life-Long Learning</p>	<p>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime</p>	<p>Satisfaction with Program Access</p>	<p>The specialized supports and services your child is receiving enables them to be a successful learner</p>	<p>Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)</p>
	<p>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime</p>		<p>Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write</p>	<p>Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)</p>
				<p>Your child can access the following services in a timely manner at school when needed: School Library services</p>

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	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2023-24 (FSD)	87.4	9.6	89.8	13.9	75.4	30.3	76.1	11.1	88.1	21.0	84.2	12.4	87.7	25.9	85.4	38.9	82.3	39.9	78.2	16.7
2023-24 (Prov)	84.2	10.1	85.7	12.9	75.4	34.8	70.9	15.4	85.2	18.7	77.6	12.7	83.1	33.7	82.9	38.0	85.1	43.1	81.3	24.6
Evaluation (Achievement)	I	I	I	I	n/a	n/a	n/a	n/a	H	VH	I	I	H	I	VH	VH	H	I	I	I
Evaluation (Improvement)	M	M	IMP	IMP	M	IMP SIG	IMP	M	IMP	IMP SIG	M	IMP	M	M	IMP	IMP	IMP	M	M	M

Diploma Exams	Français / French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2023-24 (FSD)	100.0	0.0	n/a	n/a
2023-24 (Prov)	95.3	8.6	85.2	18.7
Evaluation (Achievement)	VH	L	n/a	n/a
Evaluation (Improvement)	IMP	M	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2023-24 (FSD)	81.3	15.0	52.8	10.2	73.3	16.9	72.8	17.2	86.0	14.0
2023-24 (Prov)	69.5	11.8	51.4	13.7	68.7	17.1	66.8	20.9	76.6	10.6
Evaluation (Achievement)	Intermediate	High	Low	Low	Intermediate	Intermediate	High	Very High	Intermediate	Intermediate
Evaluation (Improvement)	Maintained	Improved	Maintained	Improved Significantly	Maintained	Improved	Maintained	Maintained	Improved	Improved Significantly

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2023-24 (FSD)	n/a	n/a	n/a	n/a	72.1	17.8	n/a	n/a	n/a	n/a
2023-24 (Prov)	n/a	n/a	n/a	n/a	68.5	19.8	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	Intermediate	Intermediate	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	Maintained	Maintained	n/a	n/a	n/a	n/a

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

	Total number of students				
	Assessed at beginning of school year (Grade 1 in January)	Identified as being at-risk in literacy or numeracy on these initial assessment(s)	At- risk in literacy who received ONLY literacy intervention programming	At risk in numeracy who received ONLY numeracy intervention programming	At-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming
Grade 1	505	146	15	71	60
Grade 2	642	172	45	67	60
Grade 3	676	169	78	48	43

	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students		Average number of months	
		Identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Identified as being at risk in literacy on final assessment(s) (end of year)	Behind grade level at-risk students were at in literacy at time of initial assessment(s)	Gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	CC3	75	67	0.2	1.9
Grade 2	CC3	106	88	2.4	4.7
Grade 3	CC3	122	100	26.6	1.9

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	Total number of students		Average number of months	
		Total number of students identified as being at risk in numeracy based on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in numeracy based on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in numeracy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in numeracy at time of final assessment(s)
Grade 1	Numeracy Screen	132	84	29.3	-2.1
Grade 2	Numeracy Screen	121	84	20.9	1.2
Grade 3	Numeracy Screen	83	55	26.6	-0.1

Summary of Support Strategies:

The Foothills School Division intervention funding dollars were used systemically to hire additional staff (certificated and uncertificated), to work directly with students. The staff was trained in using the Literacy and Numeracy intervention program provided by Alberta Education. The targeted and individualized support for students has been very successful. Divisionally we were also able to offer professional learning in the foundations of literacy and numeracy for our teaching staff as well. Learning Coaches in our schools were key in the roll out and support for implementation to attend to our at-risk students.

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
2023-2024	67.0%	75.0%	70.0%
Evaluation	High	Very High	High

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				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2023-2024 (Grades 8-10 only due to new curriculum)	77.0%	92.0%	66.0%	92.0%
Evaluation (Grades 8-10 only due to new curriculum)	High	Very High	Intermediate	Very High

GB+ (French Immersion Literacy): Formative assessment given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level					
Performance Measures	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2023-2024	n/a	n/a	34.0%	66.0%	88.0%
Evaluation	n/a	n/a	Very Low	Intermediate	Very High

DRA+ (French Immersion Literacy): Formative assessment given to French immersion students in grades 7-9 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level			
Performance Measures	7e année automne (Fall Grade 7)	8e année automne (Fall Grade 8)	9e année automne (Fall Grade 9)
2023-2024	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a

AEA Measures for English Language Learners

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2023-24 (FSD)	76.2%	100.0%	65.8%	11.1%	59.6%	5.9%
2023-24 (Prov)	72.0%	88.1%	66.3%	14.0%	58.7 %	13.3%
Evaluation (Achievement)	Intermediate	Very High	Very Low	Low		
Evaluation (Improvement)	Maintained	Improved	Maintained	Maintained		

MIPI Assessment (Numeracy) French Immersion Only: 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				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2023-2024 (Grades 8-10 only due to new curriculum)	72.0%	96.0%	79.0%	82.0%
Evaluation	High	Very High	High	Very High

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

- How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:
 - Another Language
 - Art
 - Drama
 - Health
 - Music
 - Technology
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Citizenship

- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to be involved in activities that help the community
- Your child is encouraged at school to try their best

Work Preparation

- Your child is taught attitudes and behaviors to be successful at work when they leave school

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23
 *Revised or added for 2023-24 (Year 3)

Evaluation

LITERACY AND NUMERACY 🔗 Strategic Plan 2023-2024	
Strategy 1: Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement.	Very High
Strategy 2: Advance system-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	High
Strategy 3: Advance the development and application of English and French 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.	Very High
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 benefit all stakeholders and increase student growth and achievement.	Very High



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that:

- The 1-3 Provincial Literacy and Numeracy measures indicate that we have had a significant decrease in students identified as 'at risk' in our initial assessments compared to our final assessments.
- Overall, there was a high level of achievement in Listening and Comprehension and Very High achievement in Vocabulary, in the Grade literacy assessment.
- Overall, there was an intermediate level of achievement in Shape and Space, a high level of achievement on Number and a Very High level of achievement in both statistics and probability and Patterns and Relations as identified in the MIPI numeracy assessment.
- In Grade 6 we were exempted (Math, ELAL, FILAL, Science) due to new curriculum implementation.
- In Grade 6 Social Studies we are above the province in our acceptable levels and we were below the Province in our Excellence level.
- In Grade 9 we are above the Provincial level of acceptable in all subject areas. Our English Language Arts and French Language Arts are significantly above the Provincial level.
- In Grade 9 we are above the Provincial level of excellence in English Language Arts, and French Language Arts.
- In Grade 9 we are below the Provincial level of excellence in Math, Social Studies and Science.
- In Grade 12 we are above the Provincial average in the level of acceptable in Eng 30-1, Eng 30-2, Math 30-2, Social Studies 30-1 and 30-2, Bio 30, Chem 30 and French Language Arts.
- In Grade 12 we are below the Provincial average in the level of acceptable in Math 30-1, Physics and Science 30.
- In Grade 12 we are below the Provincial average in the level of excellence in all Diploma exams excepting Eng 30-2, Social Studies 30-1 and Chem 30.

» OUR STORY OF SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

The Circle of Courage, created by Dr. Martin Brokenleg, Larry Brendtro, and Steve Van Bockern, is a positive youth development model that combines Indigenous teachings with modern research to provide a framework for building resilience. It is based on four core values: Belonging, Mastery, Independence, and Generosity, which address the essential growth needs of all children. This makes the model a versatile tool that can be applied in different cultural contexts. As noted by the model's creators, the Circle of Courage "transcends cultural boundaries," ensuring that "all children have the same growth needs" (Brendtro, Brokenleg, & Van Bockern, 2013). The inclusive nature of the Circle of Courage model makes it an ideal foundation to support trauma-informed school practices, and it is central to our vision of engagement, support and success for all learners in The Foothills School Division.

What is Independence within The Circle of Courage?

The spirit of independence is the freedom gained through responsibility, enabling a child to say, "I have the power to make decisions." It focuses on empowering students to make their own decisions, fostering self-determination and confidence. In our classrooms, this translates into creating spaces where students take ownership of their learning, set personal goals, and reflect on their progress. This approach builds intrinsic motivation and resilience, preparing students for future challenges.

Teachers and leaders support the development of Independence by modeling positive behaviour, learning and growing together in community, and providing ongoing constructive feedback, while also giving students plenty of opportunities to make their own choices. Learners are provided agencies and engage with authentic real world learning opportunities that support risk taking and growth. Promoting Independence through this model enhances critical thinking skills and emotional resilience that support long-term success for all learners.

Independence is best described by taking responsibility for oneself. Empowered students responsible for themselves can make the right decisions for themselves, and not because others may be watching. Ultimately, learners with a sense of Independence can become contributing members to their community strengthening families and workplaces.



4

**Indigenous Advisory
Council gatherings are
held each year**

87%

**of our First Nations, Metis, and
Inuit students graduated from
high school in three years.**

(Alberta Education Assurance Measures)

89%

**of our First Nations, Metis, and
Inuit students achieved a
standard of acceptable on
their diploma exams.**

(Alberta Education Assurance Measures)

72%

**of our First Nations, Metis,
and Inuit students feel
encouraged and accepted to
share their knowledge of
First Nation, Metis and Inuit
cultures with others in
school**

(FSD Cultural Perspectives Survey)

Evidence of Success & Resources

**Foothills School Division's Truth and Reconciliation for
Learner Success Toolkit
Indigenous Learning
Principles of Practice for Literacy
Principles of Practice for Numeracy and Mathematics**

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	<ul style="list-style-type: none"> • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • Learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools • FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • The school community applies resources needed to support First Nations, Métis, and Inuit Student achievement • Learners experience respectful and reciprocal relationships with their school community. 	<ul style="list-style-type: none"> • Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science. ○ Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. • High School Completion Rate (3 and 5 years): Increase/maintain high school completion rate our First Nations, Métis, and Inuit students. • 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) • 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. • 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. • Cultural Perspectives (Student Intellectual Engagement) Survey: Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation. • Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

RESULTS ANALYSIS
FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2023-2024 (FSD)	87.2%	87.4%	89.1%	14.1%	57.5%	5.9%
2023-2024 (Prov)	58.6%	69.4%	76.9%	11.8%	62.8%	6.7%
Evaluation (Achievement)	High	Intermediate	Very High	Intermediate		
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained		

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2023-2024	67.0%	67.0%	42.0%	70.0%	69.0%
Evaluation	Intermediate	Intermediate	Low	High	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
2023-2024 (Grades 8-10 only due to new curriculum)	75.0%	90.0%	64.0%	95.0%
Evaluation	High	Very High	Intermediate	Very High

GRADE Assessment (Literacy): First Nations, Métis, and Inuit Students

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2023-2024	62.0%	67.0%	43.0%
Evaluation	High	High	Low

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

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
2023-2024	94.0%	69.0%	84.0%	87.0%	51.0%	59.0%	46.0%
Evaluation	Very High	High	Very High	Very High	Intermediate	Intermediate	Low

GRADE Assessment (Literacy): First Nations, Métis, and Inuit Students

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2023-2024	62.0%	67.0%	43.0%
Evaluation	High	High	Low

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
2023-2024	64.0%	68.0%	55.0%	66.0%	55.0%	72.0%	67.0%	73.0%	78.0%	79.0%	65.0%	74.0%	76.0%	80.0%	79.0%	83.0%	72.0%	73.0%
Evaluation	I	I	I	H	I	H	I	H	H	H	I	H	H	VH	VH	VH	H	H
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23
 *Revised or added for 2023-24 (Year 3)

EVALUATION

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Strategic Plan 2023-2024

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

OUTCOMES TO CONSIDER

Access to Supports and Services

At school, there are appropriate supports and services available to your child to help with their learning

When your child needs it, teachers at your child's school are available to help them

You can get the support you need from the school to help your child be successful in their learning

Your child can easily access programs and services at school to get help with schoolwork

Your child can get help at school with problems that are not related to schoolwork

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- All areas of the SOS-Q report higher than national average results for First Nation, Métis, and Inuit students, with maintained growth and increased reports of Internal Resilience (70%) and intermediate achievement included safe and caring, external resilience, and peer relations. There was low reports of self-confidence by self-identified Indigenous students in the SOS-Q student survey.
- Areas of strength are evident in 86.3% of Indigenous student 3-year graduation rate and 100% of Indigenous student 5-year high school completion rate.
- Indigenous students achieved success in Provincial Achievement Tests with 68.6% acceptable and 10.9% excellent and in Diploma Exams with 84.4% acceptable and 10% excellent.
- Very high and high MIPI results self-identified Indigenous students grade 8 – 10 in pattern and relations, number, and statistics and probability.
- Self-identified Indigenous students report higher across all performance measures in the Cultural Perspectives Survey than all students (change from last year where all students reported higher performance measures).
- Very high achievement in high expectations, rigor, support, and willingness to apply effort through the Student Intellectual Engagement survey.
- Maintained high performance on relevance through the Student Intellectual Engagement Survey.
- All students, including self-identified Indigenous students, show a very high/high understanding of the importance of Truth & Reconciliation, understanding multiple perspectives and teachers share Indigenous perspectives in the Cultural Perspectives Survey (CPS).
- There was intermediate achievement for all students in the areas of cultural belonging, comfortable and encouraged to share culture, school priority of Truth and Reconciliation, cultural infusion across all subject areas.
- A 9% increase was seen by self-identified Indigenous students with comfort in sharing about their culture and feeling encouraged and accepted to share their culture in school.
- Vocabulary and listening are evaluated as high; comprehension is low as identified in the GRADE.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

In The Foothills School Division, we are blessed to have diverse, accomplished, and highly educated teachers who are leaders in the profession. As we approach World Teachers Day, we celebrate the vital role that teachers play in our school community. This day serves as a reminder of the dedication and passion educators bring to their classrooms every day. Their commitment not only shapes academic success but also nurtures the personal growth of each student, preparing them for the ultimate challenges ahead.

In FSD, we are proud of the exceptional talent and diverse teaching practice that enrich the learning experience for all. Our teachers go above and beyond, creating engaging lessons that ignite curiosity and foster a love for learning. They support and empower students to explore their interests and develop essential core competencies for their futures.

The key aspect of the teaching profession is the strong professional and learning focused relationships that educators foster with their students. These connections create a safe and nurturing environment where students feel valued and understood. Teachers often serve as mentors, guiding learners not just academically but also emotionally and socially. By building trust and rapport, they empower students to take risks, ask questions, and express themselves freely. This nurturing dynamic is essential for cultivating a love of learning and a sense of belonging, ultimately leading to more engaged and confident individuals ready to tackle their futures.

Teaching is complex work, and we praise our team for the continuum of support they implement and navigate from universal to personalized instruction that prioritizes the unique needs of every learner. Their ability to connect with students and inspire confidence transforms FSD classrooms into flourishing communities of knowledge, where every child is encouraged to excel.



75%

of teachers indicate professional learning has contributed to growth in their professional practice.
(Alberta Education Assurance Measures)

96%

of teachers indicate students receive a high quality of education.
(Alberta Education Assurance Measures)

78%

of teachers indicate the division's mission, vision, and values are clearly understood.
(Staff Professional Learning Survey)

82%

of teachers indicate that professional learning and collaborative culture contribute positively to student learning.
(Staff Professional Learning Survey)

Evidence of Success & Resources

Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success
Indigenous Learning
Principles of Practice for French Immersion
Principles of Practice for Literacy
Principles of Practice for Numeracy and Mathematics

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice Teachers and leaders improve their professional practice in learning for transfer Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning 	<ul style="list-style-type: none"> 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. 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. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

RESULTS ANALYSIS FOR TEACHING AND LEADING

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

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

	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs Provincial Measure FSD Prov	
2023-2024	n/a	n/a	n/a	n/a	n/a	75.1%	81.1%
Evaluation	n/a	n/a	n/a	n/a	n/a	Very Low	


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
2023-2024	77.0%	81.0%	73.0%	75.0%
Evaluation	High	Very High	High	High

STRATEGY ANALYSIS

*Continued from 2021-22 *Revised or added for 2022-23
 *Revised or added for 2023-24 (Year 3)

Evaluation

EXCELLENCE IN TEACHING, LEARNING, AND LEADING 	
Strategy 1: Focused system learning days that advance student success through impactful teacher collaboration and learning.	Very High
Strategy 2: Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.	High
Strategy 3: Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders.	High
Strategy 4: Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.	Very High
Strategy 5: Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning.	High

DATA ANALYSIS

- 85% of teachers report that mission, vision, and values are clearly articulated and understood by teachers across our system.
- 90% of teachers report that they engage in professional reflection using substantive questions about student learning.
- 81% of teachers report that they have opportunities to collaborate with colleagues to build personal and collective professional capacity.
- 82% of teachers report that they have opportunities to collaborate and build capacity around curriculum implementation.
- 85% of teachers report that they have opportunities to collaborate with others and build capacity to support students in inclusive environments.
- 89% of teachers indicate they use collectively agreed upon guides to success to support professional learning.
- 85% of teachers indicate professional learning teams are focused on working collaboratively to improve outcomes for all students.
- 81% of teachers indicate professional learning helps them to effectively assess student achievement.
- 84% of teachers indicate professional learning helps them to provide a variety of methods for students to demonstrate achievement of learning outcomes.
- 87% of teachers indicate that through professional learning they can improve their practice by reading, discussing, understanding, and applying current research on design, learning, assessment, and grading.
- 59% of teachers report that parents understand our goals and strategies and how they apply to student outcomes. 32% reported that they were unsure of parent understanding of system goals and strategies.
- 59% of teachers indicate that they regularly access the resources on our internal professional learning website.
- 62% of teachers indicate that they regularly bring student work to the table during their professional learning team meetings.
- 66% of teachers indicate that they have the opportunity through professional learning to improve their practice by reading, discussing, understanding, and applying current research on design, learning, assessment, and grading.

» OPERATIONS

The Board of Trustees and The Foothills School Division is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our vision and mission.

FINANCIAL SUMMARY

For the year ending August 31, 2024, Foothills School Division had a total of \$101,767,510 in Revenues and \$102,140,015 in Expenses. The division concluded the operating year with a deficit of \$372,505.

For details of the Statement of Operations, please see page 6 of the [Audited Financial Statement](#).

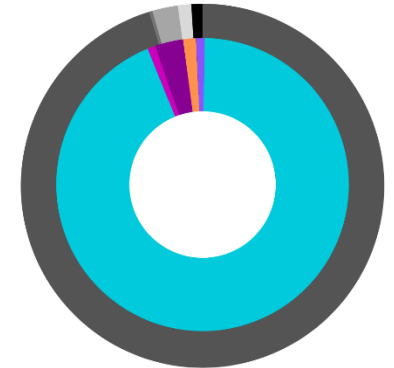
RESOURCES

- [FSD Audited Financial Statement \(Year Ending Aug. 31, 2024\)](#)
 - [Audited Financial Statement Summary](#)
- [FSD Budget \(2024-2025\)](#)
- [FSD Operational Plan \(2024-2029\)](#)
- [FSD Capital Plan \(2024-2027\)](#)
- [Alberta Education Audited Financial Statement Information](#)

2023-2024 Revenues

Budget vs. Actual

Gov't of Alberta		
■ \$ 96,938,779	■ \$ 95,362,677	
Gov't of Canada		
■ \$ 290,000	■ \$ 905,938	
Fees, Sales & Services		
■ \$ 2,314,900	■ \$ 3,154,698	
Donations & Fundraising		
■ \$ 1,200,000	■ \$ 1,440,226	
Other		
■ \$ 1,010,500	■ \$ 939,971	



2023-2024 Expenses

Budget vs. Actual

Instruction JK & K		
■ \$ 2,939,728	■ \$ 2,008,574	
Instruction Grades 1 - 12		
■ \$ 76,261,101	■ \$ 76,228,169	
Facility Services		
■ \$ 14,825,512	■ \$ 15,039,351	
Transportation Services		
■ \$ 5,607,623	■ \$ 5,751,494	
Board & Administration		
■ \$ 3,042,704	■ \$ 3,112,427	

