



2022 – 2023 ANNUAL EDUCATION RESULTS REPORT

The future is not something we enter.

The future is something we create.

Our future is created by the young people in
our classrooms today,

Fostered by the educators invested in
the pursuit of their potential,

And nurtured by the same community that will
be the beneficiary of what they create.

foothillsschooldivision.ca

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FOOTHILLS SCHOOL DIVISION

ANNUAL EDUCATION RESULTS REPORT 2022-2023

Welcome to our Annual Education Results Report (AERR) for 2022-2023. **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 2020-2023 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



LAND ACKNOWLEDGEMENT

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

Truth and Reconciliation for Learner Success in Foothills School Division



VISION

Engagement, Support, and Success for each learner.



PURPOSE

Education at the centre of a flourishing community.



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



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!



COMMITMENTS

Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success of each learner and our communities.

Engaging, communicating, and collaborating meaningfully with our learners and communities.

Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging.

Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities.



BOARD OF TRUSTEES

BOARD CHAIR AND SUPERINTENDENT MESSAGE

The 2022-2023 school year was another positive step forward in our journey towards “placing education at the center of a flourishing community”.

The Foothills School Division’s (FSD) commitment to continuous improvement was highly visible throughout the organization during the entire 2022-2023 school year. Our collective efforts were guided by the application of learner *Engagement, Support and Success* highlighted by quality teaching and learning opportunities, the narrowing of learning gaps, and support of the mental health and well-being of all students and employees. Driving this work, our new organizational purpose of striving to create a flourishing community through our work in education.

In 2022-2023 we chose to place an emphasis and focus on:

- enhancing mental wellness and well-being for students and employees,
- supporting and creating opportunities to renew connections and relationships,
- addressing potential gaps in learning,
- celebrating resiliency and successes, and
- continuing to provide timely and transparent communications.

This year’s Annual Education Results Report (AERR) reflects the division’s progress toward meeting these priorities. In a school year shaped by a focus on “flourishing”, we are proud to share and celebrate the evidence of our commitment to continuous improvement and to the division’s Policy 1: *Engagement, Support and Success for Each Learner*. On behalf of The Foothills School Division, we extend our sincere appreciation to our valued FSD Team for their dedication and contribution to continuous improvement, designing and delivering high quality learning opportunities to our students, and providing welcoming, safe, caring, and inclusive learning environments that are supportive and reflective of our diversity of learners. Our focus remains on assurance and accountability in the pursuit of quality learning for each learner across the division and we invite you to learn more about the FSD story as you read through the pages that follow.

Foothills School Division is currently divided into five wards bordering the south side of the City of Calgary. As an advocate for your - our - community, we welcome your input and feedback. As a board, we are committed to building and maintaining positive relationships with you, our parents, staff, students, and residents. It is our role as your elected representatives to respond to your questions, concerns, and bring your issues forward to the board. We want you to know we’re here to help. You can keep up to date on board news by visiting [Board Meetings](#) on a regular basis.

2023-2024 BOARD OF TRUSTEES



Ward 1
Jack Molyneux



Ward 2
John Evans



Ward 3
Theresa Letendre
Board Chair



Ward 4
Sharon Nichols



Ward 4
Lisa Penzo
Vice Chair



Ward 5
Phil Irwin

ACCOUNTABILITY AND ASSURANCE

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another.

Our FSD strategic planning process is outlined in FSD **Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report (AERR)** and **AP 101: Annual Education Results Report**. Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of **Alberta Education's Three-Year Business Plan**.

Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Foothills School Division has met its obligation under the *School Councils Regulation* to provide school councils the opportunity to provide advice on the development of School AERRs and to share results from provincial assessments and information from its reporting and accountability system. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan 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	Foothills School Division Goals	Assurance Domains
<ul style="list-style-type: none"> Alberta's students are successful First Nations, Métis, and Inuit students in Alberta are successful Alberta has excellent teachers, school leaders, and school authority leaders Alberta's K-12 education system is well governed and managed 	<ul style="list-style-type: none"> Innovation and design Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports First Nations, Métis, and Inuit student success 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 Teaching and leading Local and societal context Governance

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.

FINANCIAL STATEMENTS

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 Reports

Capital Plans

ACCOUNTABILITY STATEMENT FOR THE FOOTHILLS SCHOOL DIVISION ANNUAL EDUCATION RESULTS REPORT 2022-2023

The Annual Education Results Report for The Foothills School Division for 2022-23 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 2022-2023 was approved by the Board on November 29, 2023.



Theresa Letendre, Chair
Board of Trustees



Dr. Christopher Fuzessy
Superintendent of Schools



About Us

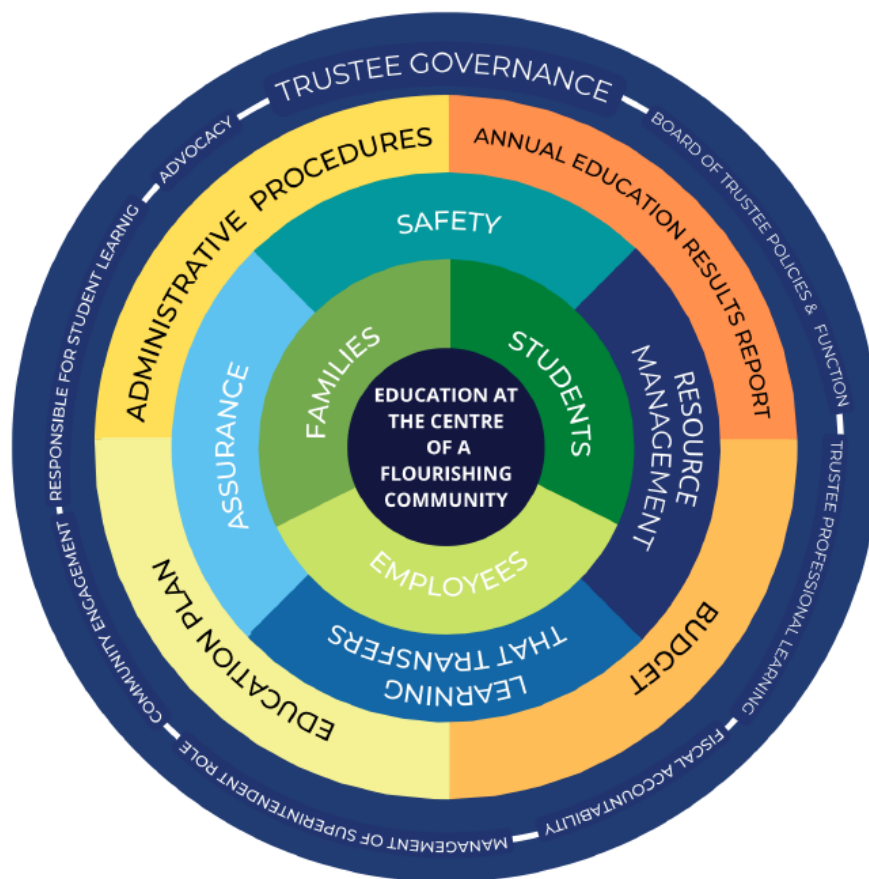
Foothills School Division provides public education services to Foothills County, Alberta Canada, and other municipalities therein, including the Towns of Okotoks, High River, Black Diamond, Turner Valley, and the Village of Longview. Our division was established in 1938 and proudly serves a community that is approximately 70,800 residents (2016 Government of Canada Census). Our division serves approximately 8,000 students from Jr. Kindergarten to Grade Twelve. We provide high quality learning experiences for students through a broad range of educational programs in 25 schools.

SYSTEM INFLUENCES

Government of Alberta
 Education Act
 Teacher Quality Standard
 Leadership Quality Standard
 Superintendent Leadership Quality Standard
 Community Partnerships
 Community Voice
 FSD Connect
 Education Plan
 Funding Partners
 Municipalities
 Parent Voice
 School Councils & COSC
 Student Voice
 Students' Matters
 Team Voice
 Employee Groups
 Engage FSD
 Foothills Administrators Assoc.
 Staff Advisory Council
 Superintendent Advisory



FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL



SYSTEM ASSURANCES

Annual Education Results Report
 Assurance Surveys
 Board Minutes & Footnotes
 Capital Plan
 Flourishing Communities
 Financial Statements
 Learner Profiles
 Standardized Examinations
 Successful Students



OUR SCHOOLS

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

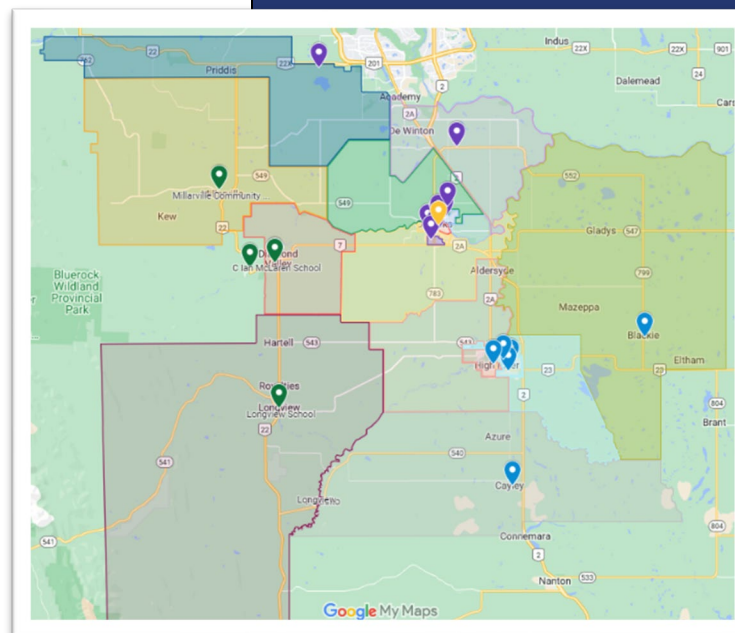
- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School /Alberta High School of Fine Arts** (10-12)
- **Cameron Crossing School** (10-12)
- **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+)



PROGRAMS

- Indigenous Learning
- Junior Kindergarten
- Full- and Part-Time Kindergarten
- French Immersion
- EXPLORE: Nature-based Learning
- Montessori Program
- International Baccalaureate: Primary Years Program
- Innovation and Design and Career Futures
- Alberta High School of Fine Arts
- Foothills Digital School (1-12)
- Summer School
- International Students

OUR YEAR IN REVIEW

Highlights and Accomplishments

- Reinvestment of dollars to support increases in staff across the Division as part of budget decisions for the 2023-2024 school year.
- Hosted delegation of educators from Eastern Canada interested learning about FSD's implementation of Learning that Transfers.
- Board of Trustees Governance presentation at Canadian School Board's Association annual conference.
- Division wide consultation around development of safe and caring schools policy – Policy 14, A Place for All.
- Third year of Division wide professional learning dedicated to Learning that Transfers.
- Continuation of the Indigenous Advisory Circle to build reciprocal relationships and work together to advance truth and reconciliation.
- Continued growth in our Students' Matters Committee in number of students participating and impact they are having in decision making and advancing. safe and caring cultures, well-being, achievement, and success.
- Continued implementation and support of for before and after school care programs in schools across the Division.
- Continued implementation of full-time kindergarten program in pilot schools across the Division.
- Renewal of Royal Bank of Canada grant supporting youth mental health across the Division.
- Second annual Foothills Youth Mental Health Partnership Summit co-hosted by Foothills School Division in partnership with community organizations.
- Ideas that Make Cents public consultation to inform budget building and decisions for the 2023-2024 school year.
- Continued literacy and numeracy support for learning disruptions from K to 12.
- FSD Participation in College of Alberta School Superintendents curriculum development through Supporting Effective Governance and Mentoring Matters.
- FSD Assurance presentation at College of Alberta School Superintendents spring conference.

Trends and Challenges

- Small yet continued enrolment growth across the Division
- Continued academic supports to address learning disruptions and to narrow learning gaps
- Ongoing development and necessary increase of youth mental health supports
- Continued challenges with filling staff absences across employment categories
- Continued growth and renewal of school and system leadership positions.
- Continued focus on enhancing the wellness and wellbeing of our students, staff team, families, and communities.
- Placing education at the centre of a flourishing Foothills community.



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

Alberta Education Assurance Measures Overall Summary (Grade 4, 7, 10 Parents – 5 % of families)

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

*Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.
We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

Authority: 1180 The Foothills School Division

Assurance Domain	Measure	Foothills School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.0	82.6	82.6	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	75.6	78.6	81.0	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	87.2	91.6	90.7	80.7	83.2	82.3	High	Declined	Acceptable
	5-year High School Completion	94.9	94.3	93.0	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	70.2	68.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	13.1	14.6	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	82.4	73.8	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	14.4	13.2	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	86.2	87.7	89.3	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	85.5	85.5	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	76.0	80.8	80.8	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.7	76.6	78.9	79.1	78.8	80.3	Intermediate	Declined	Issue

Measure Evaluation

Achievement Measure

Very Low → Low → Intermediate → High → Very High

Improvement Measure

Declined Significantly → Declined → Maintained → Improved → Improved Significantly

Foothills School Division Assurance Survey Overall Summary (K-12 Parents – 30% of families)

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

*Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.
We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

Foothills School Division Assurance Parent Survey

2608

Results in Set

% of Parents with positive responses in each category excluding "Don't Know"

91%	78%	80%	56%	80%
Program of Studies	Work Preparation	Citizenship	School Improvement	Welcoming, Caring, Respectful...
94%	69%	90%	72%	75%
Quality of Education	Life Long Learning	Student Learning Engagement	Parental Involvement	Access to Supports

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

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

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.

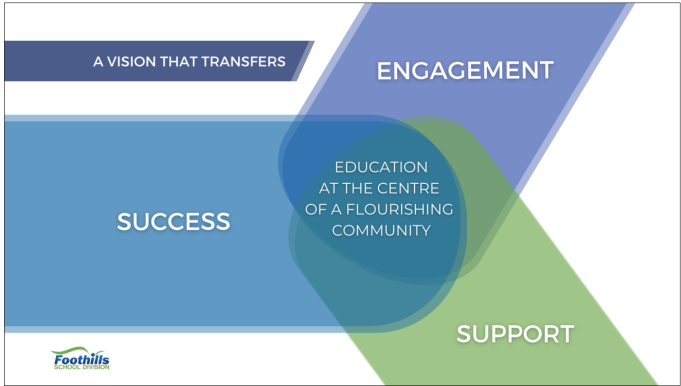
Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2019-2020 (FSD) <i>(n=500 parents – 4% of families)</i>	n/a	83.4%	90.9%	n/a	n/a	81.2%	82.8%
2019-2020 (Prov)	n/a	83.3%	90.3%	n/a	n/a	81.8%	81.5%
2020-2021 (FSD) <i>(n=470 parents – 4% of families)</i>	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) <i>(n=342 parents – 4% of families)</i>	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) <i>(n=286 parents – 5% of families)</i>	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%
Evaluation (Achievement)	n/a	Intermediate	Intermediate	n/a	n/a	Intermediate	Low
Evaluation (Improvement)	Declined	Declined Significantly	Declined Significantly	Declined Significantly	Declined Significantly	Declined	Declined Significantly

Assurance Measures - Parents	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2019-2020 (FSD) (n=500 parents – 4% of families)	n/a	80.2	86.0	89.5	n/a	70.3	81.1
2019-2020 (Prov)	n/a	82.4	86.7	90.2	n/a	73.9	80.0
2020-2021 (FSD) (n=470 parents – 4% of families)	85.2	75.7	84.1	89.6	75.4	64.2	75.6
2020-2021 (Prov)	89.0	81.4	86.7	90.5	78.9	72.2	81.7
2021-2022 (FSD) (n=342 parents – 4% of families)	82.7	75.4	82.5	88.3	73.5	66.7	62.0
2021-2022 (Prov)	88.7	80.4	86.1	89.5	77.4	72.3	70.0
2022-2023 (FSD) (n=286 parents – 5% of families)	81.0	71.2	80.1	85.6	68.6	63.4	61.9
2022-2023 (Prov)	87.3	79.4	84.4	88.1	75.7	72.5	72.5
Evaluation (Achievement)	n/a	Intermediate	Intermediate	High	n/a	Intermediate	Low
Evaluation (Improvement)	Maintained	Declined Significantly	Declined	Declined	Declined	Declined	Declined Significantly
Assurance Measures - Staff	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2019-2020 (FSD) (n=404 Teachers – 92% of Staff)	n/a	94.1	97.9	96.3	n/a	92.2	84.2
2019-2020 (Prov)	n/a	93.6	96.4	95.3	n/a	89.6	85.0
2020-2021 (FSD) (n=286 Teachers – 65% of Staff)	96.7	95.9	96.6	96.1	91.1	89.1	86.5
2020-2021 (Prov)	96.0	94.1	95.7	95.4	88.7	86.8	83.4
2021-2022 (FSD) (n=351 Teachers – 80% of Staff)	95.4	90.0	94.5	94.3	87.3	86.5	71.1
2021-2022 (Prov)	95.5	91.7	95.0	94.3	87.3	85.2	76.3
2022-2023 (FSD) (n=329 Teachers – 75% of Staff)	94.3	87.6	93.6	92.6	81.4	88.1	72.8
2022-2023 (Prov)	95.1	90.3	94.4	93.0	86.2	85.7	78.0
Evaluation (Achievement)	n/a	Intermediate	Intermediate	Intermediate	n/a	Intermediate	Intermediate
Evaluation (Improvement)	Maintained	Declined	Declined	Declined	Declined Significantly	Maintained	Declined

Assurance Measures - Students (Grades 4, 7, 10)	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	School Improvement
2019-2020 (FSD) (n=2,088 Students – 25% of Entire Population)	n/a	76.0	88.8	86.1	n/a	83.1
2019-2020 (Prov)	n/a	73.8	87.8	82.6	n/a	79.6
2020-2021 (FSD) (n=1,645 Students– 19% of Entire Population)	69.8	72.2	85.8	83.5	77.9	72.9
2020-2021 (Prov)	71.8	74.1	86.3	84.0	80.2	79.1
2021-2022 (FSD) (n=1,926 Students– 23% of Entire Population)	69.6	70.4	86.1	84.0	81.7	74.5
2021-2022 (Prov)	71.3	72.1	85.9	82.5	80.1	76.3
2022-2023 (FSD) (n=1,842 Students– 22% of Entire Population)	67.8	68.1	84.9	82.2	78.1	72.8
2022-2023 (Prov)	70.9	71.3	85.7	81.5	79.9	75.0
Evaluation (Achievement)	n/a	Intermediate	Intermediate	Very High	n/a	Intermediate
Evaluation (Improvement)	Declined	Declined Significantly	Declined Significantly	Declined Significantly	Declined Significantly	Declined Significantly

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
2019-2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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%
Evaluation	Very High	Very High	Very High	Very High	High	Intermediate	Low

Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications (Year 2)</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being (Year 2) Advance Continuum of Supports (Year 2)</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design (Year 2) Advance Learning for Transfer (Year 2) Advance Literacy and Numeracy (Year 2) Advance First Nations, Métis, and Inuit student success (Year 2)</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance (Year 2)</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading (Year 2)</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

» OUR STORY OF LEARNING

LEARNING THAT TRANSFERS

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.



OUR STORY OF ENGAGEMENT

We are committed to engaging and collaborating meaningfully with our learners and communities. We communicate division progress and the use of resources transparently and with a view to guiding future decision-making. We consult widely and in a variety of ways with our learners, parents, and communities to include their voice in our decision-making and to build partnerships. We seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We do this to assure our communities that our decision-making is based on the best interests of all our learners.

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

Engagement		
GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.	Stakeholder engagement and communication strategies ensures: <ul style="list-style-type: none"> • engagement, support, and success for each learner. • governance aligns with and is responsive to the needs and expectations of the learning community. • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. • communication provides assurance. • partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. • Measures indicate that parents are involved in school and system decision making processes. • Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

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

Measures and Targets

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

PROVINCIAL

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

LOCAL

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

Results Analysis of Engagement

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2019-2020 (FSD) <i>(n=500 parents – 4% of families)</i>	90.9%	81.2%	82.8%
2019-2020 (Prov)	90.3%	81.8%	81.5%
2020-2021 (FSD) <i>(n=470 parents – 4% of families)</i>	88.8%	76.7%	78.3%
2020-2021 (Prov)	89.6%	79.5%	81.4%
2021-2022 (FSD) <i>(n=342 parents – 4% of families)</i>	87.7%	76.6%	69.4%
2021-2022 (Prov)	89%	78.8%	74.2%
2022-2023 (FSD) <i>(n=286 parents – 3% of families)</i>	86.2%	75.7%	69.2%
2022-2023 (Prov)	88.1%	79.1%	75.2%
Evaluation (Achievement)	Intermediate	Intermediate	Low
Evaluation (Improvement)	Declined Significantly	Declined	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.

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2019-2021 (2 years)	n/a	n/a	n/a
2021-2022 <i>(n=2830 parents – approx. 31% families)</i>	96%	74%	55%
2022-2023 <i>(n=2608 parents – approx. 31% families)</i>	94%	72%	56%
Evaluation	Very High	Intermediate	Low

STRATEGY ANALYSIS

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation

Impact of strategies

Stakeholder Engagement and Communications	
Strategy 1: Student Engagement - Continue to encourage student voice by profiling Students Matters' Committee work while supporting local schools in creating meaningful opportunities for students to provide feedback.	High
Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.	High
Strategy 3: Parent Engagement - Continue to promote and profile fsdconnect.com as the official Foothills School Division online engagement portal to encourage discussion and collect parental 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.	Very High
Continuous Improvement and Assurance	
Strategy 1: Continue to provide timely Assurance reporting so that stakeholders can assess school and system success.	High
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	Very 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.	High
Strategy 4: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all our stakeholders.	High

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.
- 8638 invitations provided 2608 responses to our FSD Assurance Survey representing 30% of parents of students from grades kindergarten to grade 12. High participation in this survey is evidence of strong stakeholder engagement and voice in decision making.
- There were many stakeholder engagement opportunities that provided 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 FSD Assurance Survey indicates very high achievement in education quality.
- Both Assurance Surveys indicate both parental involvement and school improvement are areas for growth. School improvement was negatively impacted by continued disruptions in learning because of the pandemic.

KEY INSIGHTS FROM RESULTS ANALYSIS FOR ENGAGEMENT

Areas of Strength

- Vision, mission, and priorities, provides strategic direction for system planning.
- Results are used to improve the quality and effectiveness of education programs to improve student learning and achievement.
- Strong stakeholder engagement structures and opportunities for students, staff, parents, and community
- Timely access to and availability of student data helps inform planning and decision making.
- Responsive to local needs and societal contexts.
- Improved decision making and enhanced ownership for decisions.
- Increase in community and agency partnership and resources available to stakeholders through the FSD Learning Links
- Stakeholder engagement practices and communication strategies are responsive to local needs, inform impact of feedback, increase stakeholder understanding of education matters and improves decision-making.
- Annual education results report provides stakeholders and the public with timely, accurate, accessible, and easy to understand information about the progress and performance of Foothills School Division in advancing goals in the education plan.
- Foothills School Division's comprehensive local assessments and surveys evaluate the impact of strategies implemented to advance goals. With our system-wide assessment and survey schedule supported by a data dashboard we can review and analyze results in real time
- School teams successfully leveraged assurance data to collaboratively plan for advancing student growth and achievement.
- Indigenous Advisory Circle, Superintendent Advisory Sessions, Ask the Superintendent Anything, Student's Matters, shared leadership, Lead Teachers, and Staff Advisory have supported advancing goals.
- A culture of continuous improvement and collective responsibility is nurtured by advancing elements of good governance **FSD Trustee Guide to Good Governance.**
- Developed and deployed robust school and system level assurance measures and system of accountability and assurance that focuses on continuous improvement, evidence-informed decision-making and stakeholder engagement is evident in **Administrative Procedure 118: Annual Assurance Actions.**
- **Footnotes** shared at School Council meetings and with the school community provides assurance to parents on an ongoing basis that good governance is advancing student growth and achievement in FSD.
- Participation in Students' Matters participation continues to increase with the return to face to face meetings.
- Increased use of social media for stakeholder engagement sharing our stories of a flourishing communities.
- Participation in the Alberta Education Assurance Survey increased from 3.9% to 5% of full population.

Areas for Growth

- parent and stakeholder involvement in educational decision making as indicated in AEAM and FSD Assurance Survey.
- parent participation in school council, council of school council, volunteering, & engagement.
- ability of stakeholders to communicate, collaborate, and solve problems together to advance education excellence was significantly impacted by the pandemic.
- school improvement is an identified area for improvement.
- participation rates of Alberta Education Assurance Survey.

Next Steps

- continue to work with school teams leveraging local evidence to inform and contextualize system data.
- continue to engage with parents and other educational partners to grow parental involvement in our schools.
- continue to refine opportunities to communicate, collaborate, and solve problems to advance education excellence.
- celebrate and communicate successes and accomplishments to provide assurance of continuous improvement.
- continue to grow parental involvement and stakeholder engagement opportunities post-pandemic.

OUR STORY OF SUPPORT

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking, and global citizenship. 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. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner.

- **Policy 14: A Place for All**
- **Safe Positive Schools**
- **FSD Resilience**
- **Inclusive Learning**
- **Student Learning**
- **Indigenous Learning**
- **Student Supports**
- **Supports for Families**
- **Community Supports**

SUPPORT		
GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance our Continuum of Supports Continue to develop and advance our continuum of support.	<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.

Measures and Targets

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

PROVINCIAL

- **Safe & Caring:** Increase/maintain the 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.
- **Program Access:** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk:** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

LOCAL

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Evidence that feedback from **Staff Advisory** and **Students' Matters** impacts decision making and contributes to wellness and well-being system wide.
- **School and Divisional Student Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Results Analysis for Support

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

Impact and effectiveness of strategies implemented in achieving goal

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services (students 'at risk')
2019-2020 (FSD)	n/a	n/a
2019-2020 (Prov)	n/a	n/a
2020-2021 (FSD)	87.2%	81.4%
2020-2021 (Prov)	87.8%	82.6%
2021-2022 (FSD)	85.5%	80.8%
2021-2022 (Prov)	86.1%	81.6%
2022-2023 (FSD)	82.8%	76%
2022-2023 (Prov)	84.7%	80.6%
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 for students 'at risk'
2019-2021 (2 Years)	n/a	n/a
2021-2022 (FSD)	84%	81%
2022-2023	80%	75%
Evaluation	High	High

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

above national norm					
	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	93%	88%	79.5%	70.5%	89%
2020-2021	90.5%	86%	77.5%	66.5%	86.5%
2021-2022	87.5%	83.5%	73.5%	67.5%	86%
2022-2023	88%	80.5%	74.5%	68.5%	86.5%
Evaluation	Very High	Very High	High	High	Very High

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 and FSD Assurance Surveys 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:

- Both Assurance Surveys indicate an achievement of very high for safe and caring.
- FSD Assurance Survey measure for accessing supports and services for students 'at risk' is like that of FSD's measure on the Provincial AEAM which is high but slightly below the provincial result.
- SOS-Q survey indicates very high achievement in safe and caring, external resilience, and peer relations with high percentage of students reporting above the national average.
- SOS-Q survey indicates high achievement in self-confidence and internal resilience with high percentage of students reporting above the national average.
- The most significant area for growth on the SOS-Q survey continues to be internal resilience.

STRATEGY ANALYSIS

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation
Impact of strategies

Wellness and Well-being	
Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual 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 ensure safe, caring, and welcoming learning environments across our system.	Very High
Strategy 3: Continue to develop knowledge and skills within wellness and well-being through a continuum of learning and wellness opportunities that allow access for each learner in our system.	High
Strategy 4: Continue to develop the knowledge, skills, and capacity of staff and student leaders across the system to advance cultures of wellness and well-being through a shared and collaborative leadership approach.	Intermediate
Continuum of Supports	
Strategy 1: Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuum of supports 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.	Very High
Strategy 3: Inclusive Learning Leads will continue to learn about, develop and support procedures and systems to advance the continuum of supports to promote student learning and well-being.	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 on strategies that support student success.	Very High

KEY INSIGHTS FROM RESULTS ANALYSIS FOR SUPPORT

Areas of Strength

- Students feel safe and cared for in our buildings.
- Progress filling the learning gaps.
- Safe and Caring is an area of continued strength as identified in the Alberta Education Assurance Survey and FSD Assurance Survey.
- Program Access for students at risk is an area of strength as indicated by parents in the FSD Assurance Survey.
- number of students involved in the Students' Matters Committee continues to grow and the number of students actively participating in the initiatives and engagement opportunities designed continues to increase.
- Student Matters Committee continues to evolve through school involvement and increased voice in school matters.
- social emotional learning supports student success.
- wellness and well-being for students and staff is an important focus for FSD.
- FSD leadership teams continue to gather and respond to staff voice as they continue to adapt the work environment to support staff wellness.
- external resilience continues to be strong indicating students are accessing supports when needed and that supports are readily available.
- Safe and Caring Schools, External Resilience and Peer Relationships continue to be areas of strength for students as indicated in the SOS-Q.
- On an ongoing basis student voice continues to be gathered through the Students' Matters Committee to inform the development of strategies to support a safe, caring, and welcoming learning culture. Committee members identified issues facing students in their school communities, brainstormed ideas to address these concerns and implemented strategies to cultivate a positive culture and support student success.
- strong structures, systems, programs, and strategies support wellness, well-being, and academic achievement of students.
- FSD collaborates and problem-solves around specialized supports for students with parents, through partnerships, services, and collaborative School Linked Teams.
- a comprehensive continuum of supports is accessible to students, staff, and parents.
- FSD's Mental Health Capacity Building grant continues to support mental health, wellness, and well-being of learners in our school community. Community events, connections with partners, in school supports and summer programming are provided by our Minds Matter team across the Division.
- Foothills Mental Health Task Force including representation from the Foothills School Division, Alberta Health Services, Mental Health and Addictions as well as Allied Care, The Foothills Children's Wellness Network, Calgary Rural Primary Care Network, and community youth mapped out existing continuum of supports for the Foothills community, identified, and addressed gaps in service, and renewed as well as strengthened partnerships throughout in the community it serves.
- Students feel school is a safe place to be as indicated in the FSD Assurance Survey.
- Students indicate they understand and are supported by a Continuum of Supports and Services as indicated in the FSD Student Intellectual Engagement Survey.

Areas for Growth

- Continue to identify areas where we can better support staff in maintaining their own wellness.
- Continue to evolve our continuum of supports to meet the changing needs of our staff and students.
- Identifying gaps in programs and services available to support all students.
- Continue to evolve our systems and structures around inclusion.
- Decrease in parents reporting they have access to supports and services.

Next Steps

- Continue to develop accessible resources for staff and parents around student wellness.
- Continue to promote staff wellness resources.
- Refine access to crisis resources for school, staff, and families.
- Centralize divisional crisis response materials.
- Leverage Alberta Education Mental Health Grant dollars to support emergent mental health needs within schools and
 - provide Trauma Sensitive Schools professional learning for all school-based staff,
 - Support Youth Development Coaches team with the implementation of social emotional learning curricula in grades K-9.
 - Use the Mental Health Navigator to continue to build relationships with the mental health clinics within our local area.
- Continue to support the development of Continua of Supports within schools.
- Continue to develop and support mental health planning in schools.
- Explore opportunities to expand outreach and specialized programs throughout the continuum.
- Develop programs and structures to expand our Continuum of Supports.
- Leverage the Place for All Task Force to review and refine our inclusive learning practices and the Continuum of Supports.
- Continue to make the content of the Continuum of Supports visible to students and parents. Continue working with community partners through structures such as "The Network" to improve access for families to community-based services.

OUR STORY OF SUCCESS

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking, and global citizenship. 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. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner.

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

STUDENT GROWTH AND ACHIEVEMENT GOALS

Innovation and Design and Learning that Transfers

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	<ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	<ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

Measures and Targets

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

PROVINCIAL

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

LOCAL

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

Results Analysis for Innovation and Design and Learning for Transfer

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

Impact and effectiveness of strategies implemented in achieving goal

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020 (FSD)	85.1%	82.3%	83.4%	90.9%	67.3%	N/A
2019-2020 (Prov)	82.4%	84.1%	83.3%	90.3%	72.6%	N/A
2020-2021 (FSD)	82.1%	84.6%	81.3%	88.8%	79.5%	83.9%
2020-2021 (Prov)	81.9%	85.7%	83.2%	89.6%	82.1%	85.6%
2021-2022 (FSD)	82.3%	78.7%	76.6%	87.7%	72.8%	82.6%
2021-2022 (Prov)	82.9%	84.9%	81.4%	89.0%	81.0%	85.1%
2022-2023 (FSD)	83.1%	76.4%	75.6%	86.2%	73.3%	81%
2022-2023 (Prov)	82.9%	83.1%	80.3%	88.1%	80.4%	84%
Evaluation (Achievement)	Very High	Intermediate	Intermediate	Intermediate	Intermediate	n/a
Evaluation (Improvement)	Maintained	Declined	Declined Significantly	Declined Significantly	Improved	Declined

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
2019-2021 (2 Years)	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	91%	83%	84%	96%	74%	91%
2022-2023	91%	78%	80%	94%	69%	90%
Evaluation	Very High	High	Very High	Very High	Intermediate	Very High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Low Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2019-2020 (FSD)	0.6%	90.2	93.1	54.6%	70.7%	n/a
2019-2020 (Prov)	2.6%	83.4	86.2	40.5%	68.0%	n/a
2020-2021 (FSD)	1.0%	91.6	94.3	52.5%	80.0%	n/a
2020-2021 (Prov)	2.3%	83.2	87.1	41.2%	70.2%	n/a
2021-2022 (FSD)	1.3%	87.2	94.0	58.1%	77.5%	0.7%
2021-2022 (Prov)	2.5%	80.7	88.6	59.7%	71.9%	3.5%
2022-2023 (FSD)	n/a	n/a	n/a	n/a	n/a	n/a
2022-2023 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	Very High	High	Very High	Intermediate	Very High	n/a
Evaluation (Improvement)	Maintained	Declined	Improved	Improved	Improved	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.

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	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2019-2020	n/a	n/a	n/a	n/a	Not Measured	n/a	n/a	n/a
2020-2021	94%	71%	83%	87%	Not Measured	49%	59%	53%
2021-2022	92%	68%	81%	86%	78%	50%	59%	56%
2022-2023	92%	65%	65%	79%	74%	48%	56%	57%
Evaluation	Very High	Intermediate	Intermediate	High	High	Low	Intermediate	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. This data told us that:

- Both Assurance Surveys indicate achievement of very high for program of studies.
- FSD assurance survey indicates very high in program of studies, citizenship and student learning and engagement.
- Alberta Education Assurance Measures indicate intermediate in work preparation, citizenship, quality of education and lifelong learning.
- Low dropout rate, 5-year High school Completion and Rutherford Scholarship are evaluated as very high with transition rate evaluated as intermediate.
- Very High achievement in high expectations, High achievement in effort, Intermediate achievement in rigor and relevance as indicated in the intellectual engagement survey.
- Low level of intellectual engagement in the areas of ELA/FLA/SS.
- Intermediate level of intellectual engagement in the areas of math/science and CTS/CTF.
- Consistent growth in intellectual engagement in the areas of CTS/CTF.
- High level of students indicates 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 me when I have difficulties with my learning”.

STRATEGY ANALYSIS

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation
Impact of strategies

Innovation and Design	
Strategy 1: Advance systemic staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of “Maker-centered Learning”, CTF and CTS and within Foothills School Division as a strategy for engagement and future career orientation for students.	High
Strategy 2: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all.	High
Strategy 3: Grow community partnerships that provide students with authentic industry experience and lasting local connections.	High
Strategy 4: Celebrate learning and success to tell the story of student growth and achievement while providing evidence for future staff learning.	Intermediate
Strategy 5: Advance the use of myBlueprint as an ePortfolio and career exploration tool	Intermediate

Learning for Transfer

Strategy 1: Advance the system wide use of the <i>Sustained Conceptual Learning for Depth and Transfer Planning Guide</i> developed for Alberta teachers through ongoing learning opportunities to support teachers with planning for deep and transfer learning in any learning environment for optimum student success.	High
Strategy 2: Advance the use of the <i>Sustained Conceptual Learning for Depth and Transfer Planning Guide</i> developed for Alberta teachers to provide ongoing learning opportunities focusing on increasing the understanding and use of high yield instructional tools and strategies in any learning environment to ensure student success.	High
Strategy 3: Advance student success by increasing understanding of the principles and impact of continuous teacher assessment, evaluation, and reporting through the <i>Sustained Conceptual Learning for Depth and Transfer Planning Guide</i> developed for Alberta teachers to ensure powerful assessment practices.	Intermediate
Strategy 4: Advance awareness of high impact, research-based assessment <i>principles</i> and <i>practices</i> to achieve optimal student success in any learning environment.	Intermediate
Strategy 5: Support teachers with foundational learning in preparation for a new Alberta curriculum.	Very High

KEY INSIGHTS FROM RESULTS ANALYSIS FOR DESIGN AND INNOVATION AND LEARNING FOR TRANSFER

Areas of Strength

- maintained very high achievement for program of studies because of the quality and variety of opportunities for students in our schools.
- Continued growth in student intellectual engagement in CTS/CTF.
- Very high in high teacher expectations for students in the Intellectual Engagement Survey.
- Effort and support are both high in the intellectual engagement survey.
- Student learning engagement is high as measured in the FSD assurance survey.
- Maintained high achievement for Citizenship by focusing on competency development -critical thinking; problem solving; managing information; communication; collaboration; cultural & global citizenship; personal growth & well-being; creativity/innovation.
- Strong Elementary Curriculum Design Team supported implementation of Mathematics, English Language Arts and Literacy, Phys-Ed and Wellness K-6 curriculum implementation.
- Significant growth in uptake of myBlueprint as an ePortfolio and career exploration tool.
- Significant increase in the adoption of the Innovation and Design Framework provides a common vision, language, and structure for design driven instruction.
- strong instructional model and assessment practices for deep and transferable learning.

Areas for Growth

- Low level of intellectual engagement in ELA/FLA/Social Studies.
- Intermediate intellectual engagement in the areas of Math and Science.
- Although it has improved consistently, there are still intermediate levels of intellectual engagement in CTS/CTF.
- Lifelong learning with a focus on competency development, deep and transferrable learning and innovation and design continues to be an area for growth.

Next Steps

- Continue designing learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency.
- Continue to support a variety of career-based programming such as Dual Credit, Off Campus Programming, and the implementation of Innovation and Design in all schools.
- Leverage the new FSD System of Reporting to deepen understanding and application of research supported assessment, evaluation, and reporting practices systemically.
- Career Futures and myBlueprint will enhance career and academic exploration for students Kindergarten to Grade 12 helping to develop life-long learners and active citizens that are well-prepared for the future.
- Continue to grow community connections, partnerships, and dual credit offerings.
- Continue to explore and enhance innovation and design programming through maker-centered learning, CTF and CTS.
- Continue to expand the use of myBlueprint and eportfolios for deep and transferable learning.

STUDENT GROWTH AND ACHIEVEMENT GOALS

Literacy and Numeracy

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

Measures and Targets

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

PROVINCIAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

LOCAL

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 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.

Results Analysis for Literacy and Numeracy

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

Impact and effectiveness of strategies implemented in achieving goal

Provincial Learning Outcomes: 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 (%)
2022-23 (FSD)	88.6	8.5	86.8	9	72	16.8	70.2	13.6	84.4	12	85.3	9.6	87.8	26.5	88.1	28.7	78.5	36.4	76.2	13.0
2022-23 (Prov)	83.7	10.5	86.2	12.7	70.8	29	71.1	15.2	83.5	15.9	78.1	12.3	82.7	32.8	80.5	37.0	82.3	39.9	79.4	23.1

Diploma Exams	Français /French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
2022-23 (FSD)	91.7	0	n/a	n/a
2022-23 (Prov)	93.1	6.1	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	
Achievement	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
2022-23 (FSD)	80.5	11.9	55.7	7.8	68.5	13.2	72.1	14.9	67.7	0
2022-23 (Prov)	71.4	13.4	54.4	13.5	58.4	15.9	66.3	20.1	76.1	10.9

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
2022-23 (FSD)	FSD exempt from writing: New Curriculum Implementation				74.3	18.4	72.8	20.9	70.3	5.4
2022-23 (Prov)					66.2	18	66.7	21.8	77.6	12.5

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)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at- risk students in literacy who received ONLY literacy intervention programming	Total number of at risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	736	147	26	76	56
Grade 2	609	223	49	100	74
Grade 3	580	195	66	66	63

	Total number of students assessed at beginning of school year (Grade 1 in January)	Total number of students identified as being at-risk in literacy or numeracy on these initial assessment(s)	Total number of at- risk students in literacy who received ONLY literacy intervention programming	Total number of at risk students in numeracy who received ONLY numeracy intervention programming	Total number of at-risk students in literacy and numeracy who received BOTH literacy and numeracy intervention programming (i.e., the same student received both literacy AND numeracy programming)
Grade 1	736	147	26	76	56
Grade 2	609	223	49	100	74
Grade 3	580	195	66	66	63

	Name of Alberta Education-provided or approved literacy screening assessment(s) used	Total number of students identified as being at risk in literacy on initial assessment(s) (beginning of year or January for Grade 1)	Total number of students identified as being at risk in literacy on final assessment(s) (end of year)	Average number of months behind grade level at-risk students were at in literacy at time of initial assessment(s)	Average number of months gained at grade level by at-risk students in literacy at time of final assessment(s)
Grade 1	CC3	82	67	5.5	7.8
Grade 2	CC3	127	95	17.4	13.3
Grade 3	CC3	135	102	13.2	17.5

	Name of Alberta Education-provided or approved numeracy screening assessment(s)	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	144	123	8.8	7.3
Grade 2	Numeracy Screen	180	154	8.5	9.5
Grade 3	Numeracy Screen	124	104	9.2	11.2

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
2019-2020	n/a	n/a	n/a
2020-2021	72%	63%	67%
2021-2022	67%	74%	70%
2022-2023	67%	55%	60%
Evaluation	Intermediate	Low	Intermediate

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

% of correct responses - First administered in September 2019				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	n/a	n/a	n/a	n/a
2020-2021	64%	69%	56%	66%
2021-2022	61%	61%	60%	75%
2022-2023	61%	63%	60%	74%
Evaluation	Intermediate	Intermediate	Intermediate	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)
2019-2021 (2 Years)	n/a	n/a	n/a	n/a	n/a
2021-2022	28%	50%	54%	52%	43%
2022-2023	27%	53%	28%	57%	39%
Evaluation	Very Low	Intermediate	Very Low	Intermediate	Low

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)
2021-2022	65%	50%	86%
2022-2023	70%	73%	74%
Evaluation	High	High	High

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 - First administered in September 2019				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2022 (3 Years)	No Data	No Data	No Data	No Data
2022-2023	65%	65%	58%	70%
Evaluation	Intermediate	Intermediate	Intermediate	High

AEA Measures for English Language Learners

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
2018-2019	95.2	95.7	58.9	5.4	80.9	14.9
2019-2020	70.6	88.5	n/a	n/a	n/a	n/a
2020-2021	95.7	100	n/a	n/a	n/a	n/a
2021-2022	92.3	89.3	71.3	16.6	58.8	17.8
2022-2023	n/a	n/a	70.2	13.1	82.4	14.4
Evaluation (Achievement)	n/a	n/a	Intermediate	Low	Intermediate	Intermediate
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a

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, these was an intermediate level of achievement in listening and comprehension and low achievement in the area of vocabulary, in the Grade literacy assessment.
- Overall, there was an intermediate level of achievement in Number, Patterns, Shape and Space and a high level of achievement on statistics and probability 2-10 as identified in the MIPI numeracy assessment.
- In Grade 6 we were exempted ELA and Math due to new curriculum implementation.
- In Grade 6 Social Studies we are significantly above the Province in our acceptable levels and we were equivalent to the Province in our Excellence level.
- In Grade 6 Science we are significantly above the Province in our acceptable levels and we are equivalent with the Province in our Excellence level.
- In Grade 6 Science we are significantly above the Province in our acceptable levels and we are equivalent with the Province in our Excellence level.
- In Grade 6 FLA we are below the Province in both areas of Acceptable and Excellence.
- In Grade 9 we are above the Province in the Acceptable level in English Language Arts, Math, Social Studies, and Science.
- In Grade 9 we are equivalent to the Province at the level of excellence in English Language Arts, and Social Studies.
- In Grade 9 we are below the Province at the level of excellence in Math and Science.
- In Grade 9 FLA we are below the Province in both areas of Acceptable and Excellence.
- In Grade 12 we are above the Provincial average in the level of acceptable in Eng 30-1, Eng 30-2, Math 30-1, 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 Physics and Science 30.
- In Grade 12 we are below the Provincial average in the level of excellence in all Diploma exams.

STRATEGY ANALYSIS FOR LITERACY AND NUMERACY

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation
Impact of strategies

Strategy 1: Advance development and application of divisional Excellence <i>Commitments</i> to clarify the essential understandings, high-yield strategies, and resources available for use in classroom at each grade level to support student growth and achievement.	High
Strategy 2: Advance the use and consistent application of all local measures (grade level assessments in literacy and numeracy) to inform teacher practice and support student growth and achievement.	Very High
Strategy 3: Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Parent Learning Link and Student Learning Link to benefit all stakeholders for student growth and achievement.	Very High
Strategy 4: Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	High

KEY INSIGHTS FROM RESULTS ANALYSIS FOR LITERACY AND NUMERACY

Areas of Strength

Literacy and Numeracy

- Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) indicate impact of comprehensive literacy and numeracy interventions resulting in significant improvements in scores from pre to post assessment, reading levels increased and there was a significant reduction in % of students identified as 'at risk'.
- Robust and systemic implementation of Math and ELAL curriculum where all FSD educators collaborate, receiving best instructional practices is a strength.
- System- wide numeracy, mathematics, literacy, and French literacy strategies for grades K-12 students.
- Consistent numeracy, mathematics, literacy, and French literacy Excellence Commitments shared with all stakeholders enhance student learning, and guides instruction, assessment, evaluation, and vertical alignment across the grades.
- Comprehensive system-wide numeracy and mathematics, literacy, and French literacy targeted interventions for Grade 1-4 students.
- Comprehensive system-wide numeracy and mathematics, literacy, and French literacy professional learning kindergarten-grade 12.
- Implementation of high yield tools and strategies, improved conceptual understanding and common language of instruction.
- Consistent expectations, benchmarks inform learning, instruction, assessment, evaluation.
- Collective efficacy and collaboration in advancing numeracy, mathematics, literacy.
- K-12 numeracy, mathematics, literacy and French literacy resources support learner growth and success.
- Continued awareness of the importance of a positive Mathematical Mindset
- Prioritization of literacy, numeracy, and mathematics learning.

French Immersion

- Embedding a whole school approach to advance literacy and numeracy across the continuum of supports.
- Explicit teaching and practicing around vocabulary acquisition including reading strategies – reflected in JHS FI data.
- Explicit teaching around written and verbal comprehension through structured text.
- High school students are focusing on developing verbal fluency through specific real life tasks such as debate.

Areas for Growth

Literacy and Numeracy

- Literacy Assessment (GRADE) identifies vocabulary as an area for improvement.
- Numeracy Assessment (MIPI) identifies shape and space as an area of focus.
- Grade 9 PAT results show that our growth focus is to move our students from acceptable to excellence.
- Ensure a focus on classroom balanced literacy to support comprehension.
- Use of ongoing assessment and triangulated evaluation practices to increase learner engagement, agency, and success in Numeracy and Literacy.

French Immersion

- Division I and II working with reading comprehension.
- Consistent expectations across schools.

Next Steps

Literacy and Numeracy

To support optimum student learning:

- Continue to focus on structures, systems, and strategies to strengthen literacy and numeracy.
- Continue to develop K-12 Excellence Commitments in Literacy and Numeracy to align with new curriculum.
- Continue to focus on number flexibility and fluency.
- Increased alignment between instruction, assessment, and evaluation practices.
- Focused work on System of Reporting to align and support best practice assessment work.

French Immersion

To support optimum student learning:

- Embedded the 4 competencies of French Immersion literacy.
- Leverage structures in the FLAL curriculum to support reading comprehension.
- Explicitly connect verbal fluency skills with reading ability.
- Targeted leveled reading intervention for French Immersion.
- Leverage authentic literacy tasks, speakers, podcasts, videos, etc. provided by the DELF program.
- Develop common divisional assessments.

STUDENT GROWTH AND ACHIEVEMENT GOALS

First Nations, Métis, and Inuit Student Success

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

Measures and Targets

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

PROVINCIAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in 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 for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
 - Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
 - High School Completion Rate

LOCAL

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **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.
- **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).
- **GRADE (Literacy Assessment in English):** Increase in 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 in 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 **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



Results Analysis for First Nations, Métis, and Inuit Student Success

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

Impact and effectiveness of strategies implemented in achieving goal

AEA Measures for FNMI Students

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
2018-2019	78.9	44.8	71.2%	8.8%	87%	7.4%
2019-2020	92.9	100	n/a	n/a	n/a	n/a
2020-2021	82.5	87.3	n/a	n/a	n/a	n/a
2021-2022	86.3	100	43%	9.9%	76.9%	10.3%
2022-2023	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation			n/a	n/a	n/a	n/a

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
2019-2020	N/A	N/A	N/A	N/A	N/A
2020-2021	74%	65%	47%	42%	61%
2021-2022	69%	58%	31%	39%	52%
2022-2023	88%	78%	72%	65%	85%
Evaluation	Very High	Very High	High	High	Very 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 - First administered in September 2019				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2022 (3 Years)	No Data	No Data	No Data	No Data
2022-2023 First Year Disaggregated by FNMI	48%	58%	45%	64%
Evaluation	Low	Intermediate	Low	Intermediate

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
2019-2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020-2021	93%	66%	81%	85%	49%	46%	58%
2021-2022	89%	65%	80%	81%	50%	54%	55%
2022-2023	96%	69%	80%	80%	50%	62%	62%
Evaluation	Very High	Intermediate	Very High	Very High	Low	Intermediate	Intermediate

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
2019-2020	N/A	N/A	N/A
2020-2021	67%	55%	55%
2021-2022	57%	60%	53%
2022-2023	54%	67%	62%
Evaluation	Intermediate	High	High

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 Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022 Baseline	52%	40%	51%	30%	56%	40%	60%	30%	78%	60%	49%	20%	83%	80%	80%	70%	58%	20%
2022-2023	61%	68%	56%	57%	60%	63%	68%	71%	80%	95%	64%	69%	78%	90%	81%	87%	75%	79%
Evaluation	I	I	I	I	I	I	I	H	H	VH	I	H	H	VH	VH	VH	VH	VH
I – Intermediate – High VH – Very High																		

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, and the Grade Literacy Assessment. 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 areas for continued focus include self-confidence and internal resilience. An area of strength on the SOS-Q was safe and caring, areas of intermediate achievement include external resilience and peer relations.
- Very high achievement in high expectations, rigor, and effort with Intermediate achievement in relevance and engagement in learning in subject specific areas as identified on the Intellectual Engagement Survey.
- Maintained Intermediate levels of achievement in Listening as reported by the GRADE.
- High levels of achievement in Vocabulary and Comprehension as reported by the GRADE.
- All students, including self-identified Indigenous students, show a very high understanding of, priority of, and belief in the personal importance of Truth & Reconciliation as well as understanding multiple perspectives indicated in the Cultural Perspectives Survey.
- In all topics of the Cultural Perspectives Survey, self-identified Indigenous students reported higher results than all students.
- 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 and teachers share Indigenous perspectives. These were all areas for improvement as indicated by self-identified Indigenous students in the Cultural Perspectives Survey.
- School priority of Truth and Reconciliation, cultural infusion across all subject areas, and teachers sharing Indigenous perspectives in the classroom were areas in the Cultural Perspective Survey that saw exponential growth as reported by all students including self-identified Indigenous students.

STRATEGIES: ADVANCE FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation
Impact of strategies

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.	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 collective capacity to incorporate instructional practices that honour traditional teachings and weave 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.	High
Strategy 5: Continue to provide a continuum of student supports to promote Indigenous student success.	High

Areas of Strength

- Building and maintaining relationships with Indigenous communities and families.
- Opportunities and engagement for Indigenous voice, participation, and guidance.
- Incorporation of cultural events and teachings throughout subject areas.
- Strong continuum of supports through an Indigenous lens.
- Indigenous student graduation rates - special projects and off campus opportunities.
- teaching, learning, and leadership professional learning on Indigenous perspectives.
- Indigenous student learning is a professional learning focus.
- Truth and Reconciliation toolkit in supporting student success.
- Indigenous learning lead teachers have deepened understanding and collective efficacy in advancing First Nations, Metis, and Inuit student success.
- Strength shown for all students and self-identified Indigenous students in personal importance and understanding of Truth and Reconciliation and understanding multiple perspectives in the Cultural Perspective Survey.
- Evidence of strategies positively impacted student growth and achievement.
- Self-identified Indigenous students report high expectations, rigor, and willingness to apply effort through the Student Intellectual Engagement survey.
- High achievement in vocabulary, intermediate in listening comprehension.
- 82% of students who self-identify as Indigenous report high levels of support.
- Deepened understanding the historical, social, economic, and political implications of the legacy of residential schools.
- Internal resilience – Peer relationships; 7-12 Self-confidence.

Areas for Growth

- Discrepancy between all students and self-identified indigenous students through our Cultural Perspectives Survey in the areas of cultural belonging, comfortable and encouraged to share culture, school priority of Truth and Reconciliation, cultural infusion across all subject areas and teachers share Indigenous perspectives.
- Understanding the importance of Truth and Reconciliation.
- Nurturing reciprocal relationships with Indigenous communities.
- Engaging in collaborative, whole school approaches to advancing First Nations, Metis, and Inuit education.
- The SOS-Q is safe and caring, areas of intermediate achievement include external resilience and peer relations.
 - Safe and caring.
 - External resilience – maintained.
 - 4-6 the number of students above AND below the mean increased indicating greater diversity of needs.

Next Steps

- Continue to advance First Nations, Metis, and Inuit student success through.
- Expanding current areas of focus.
- Deepening understanding of First Nations, Metis, and Inuit cultures.
- Prioritize Truth and Reconciliation.
- Continue to update and maintain the Truth and Reconciliation Toolkit with relevant resources and understanding current issues.
- Continue to build and nurture reciprocal relationships with indigenous communities.
- Continue to expand our continuum of supports.
- Leverage Program of Studies as an opportunity to engage in collaborative, whole school approaches to capacity building in First Nations, Metis, and Inuit education.

TEACHING, LEARNING AND LEADERSHIP GOALS

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

Measures and Targets

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

PROVINCIAL

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

LOCAL

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

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)

Impact and effectiveness of strategies implemented in achieving goal

FSD Professional Learning Survey: 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	
2019-2020	n/a	n/a	n/a	n/a	n/a	85%	85%
2020-2021	91%	92%	90%	91%	90%	78%	85%
2021-2022	78%	82%	83%	82%	84%	75%	84%
2022-2023	80%	81%	73%	73%	75%	69.4%	82.2%
Evaluation	Very High	Very High	Intermediate	Intermediate	Intermediate	Very Low / Declined Significantly	

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning and Leading Excellence. We looked at the data from the FSD Professional Learning Survey and the Provincial Measure of in-service jurisdiction needs from the AEAM Report. This data told us that:

- Teachers report very high and increasing levels of Shared Vision, Mission and Values and a school Collaborative Culture
- Collective inquiry and reflective practice, and commitment to continuous improvement, and results and action orientation have declined to Intermediate levels.
- In-service jurisdictional needs as identified on the AEAM are an area for improvement.

STRATEGY ANALYSIS FOR EXCELLENCE IN TEACHING, LEARNING, AND LEADING

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

*Strategies continued from 2021-22 *Strategies revised or added for 2022-23

Evaluation
Impact of strategies

Strategy 1: Focused system learning days advance student success through impactful teacher collaboration and learning.	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.	Intermediate
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.	Very High

KEY INSIGHTS FROM RESULTS ANALYSIS FOR TEACHING AND LEADING

Areas of Strength

- Using the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance system wide understanding of how to plan for deep, transferable learning for student success through the implementation of new curriculum.
- Lead teacher structure supported system capacity and intra and inter school collaboration in advancing education plan goals.
- Lead teacher structure had a positive impact on shared leadership in schools.
- Advance optimal student learning through the development of collective instructional leadership efficacy to coach for deep and transfer learning by providing professional learning for school-based leaders.
- Developing professional learning that is focused on optimum student success and honouring the adult learner by offering multiple, varied ways of engaging stakeholders.
- Implementing new Alberta curriculum through a focus on key goals within each of the priorities of Engagement, Support and Success.
- Improvement in Shared Mission, Vision, and Values.
- Consistently very high in the areas of Shared Mission, Vision, Values and Collaborative Culture.

Areas for Growth

- Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.
- Advance understanding and use of tools and protocols to engage staff teams in ongoing collective inquiry and reflective practices within professional learning teams.
- Provide time and opportunities for staff to engage with learning around current wisest practices for assessment, grading, and reporting.
- Meeting in-service Jurisdictional Needs as identified in the AEAM.
- Need for growth in Collective Inquiry and Reflective Practice, Commitment to Continuous Improvement, and Results & Action Oriented.

Next Steps

- Aligning all system level learning to the FSD Vision for Learning through collaborative planning.
- Shift the lead teacher structure to include all staff in focused conversations around pathways for learning that are explicitly aligned to the divisional goals to support shared leadership teams in schools.
- Expand coaching opportunities for the development of collective instructional leadership efficacy to coach for deep and transferrable learning for school leaders.
- Continue to develop professional learning that is focused on optimum student success that honours the adult learner by offering multiple, varied ways of engaging stakeholders.
- Continue to implement new Alberta curriculum through a focus on key goals within each of the priorities of Engagement, Support and Success.
- Professional learning plan that focusses on assessment, grading, reporting, and implementation of a FSD System of Reporting.
- Continue to advance understanding for the relationship between excellence in teacher design for deep and transferrable learning and student engagement in learning.