



Annual Education Results Report

2021-2022

Foothillsschooldivision.ca

Welcome to our Annual Education Results Report

Our Story of Engagement, Support, and Success for each Learner

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.



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Foothills School Division Annual Education Results Report 2021-22

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 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](#)
[Foothills School Division 2021-24 Education Plan \(Year 2\)](#)

Foothills School Division 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

Mission

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

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

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

Commitments

- Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
- Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Our Board of Trustees

Board Chair and Superintendent Message

The challenges facing our global community continued to impact the 2021-2022 school year.

The Foothills School Division's (FSD) response was a school renewal plan centred around *Require, Recommend, Respond, and Respect*. Guided by this plan—in partnership with the greater Foothills community—we strove to provide quality teaching and learning opportunities all the while supporting the mental health and well-being of all students and employees. We remain to be committed to building a culture of resilience in support of the division's mental health strategy.

Important as ever, we prioritized a safe, caring, and welcoming learning environments for students and FSD Team Members. As such, chose to place an emphasis on renewal and recovery, specifically, focussing on:

- Mental wellness for students and employees,
- Socio-Emotional Learning (SEL) competencies,
- Supporting and creating opportunities to renew connections and relationships,
- Addressing potential gaps in learning,
- Equity in education,
- 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 the priorities set for 2021-2022. In a school year shaped by health guidelines, we are proud to share evidence of our commitment to continuous improvement and to the division's Policy 1: *Engagement, Support and Success for Each Learner*. Our focus remains on assurance and accountability in the pursuit of quality learning for each, and every learner across the division.

Trustees



[Jack Molyneux](#)
[Ward 1](#)



[John Evans](#)
[Ward 2 - Vice Chair](#)



[Theresa Letendre](#)
[Ward 3 - Chair](#)



[Sharon Nichols](#)
[Ward 4](#)



[Lisa Penzo](#)
[Ward 4](#)



[Phil Irwin](#)
[Ward 5](#)

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.

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 and Assurance

The Foothills School Division Education Plan and Annual Education Results Reports (AERRs) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. 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 term (2021-2024) 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 \(2020-2023\)](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. 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. The division priorities and assurance framework provide strategic direction to schools in the development of their plans and in engaging stakeholders (i.e., school council) on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and AERR. Effectively engaging stakeholders in the development of our education plan and sharing results has resulted in several benefits including ensuring being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Alignment of Provincial Outcomes, Assurance Domains and Foothills School Division Goals		
Alberta Education Outcomes	Foothills School Division Goals	Assurance Domains
Alberta's students are successful	Innovation and design Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports	Student growth & achievement Learning support
First Nations, Métis, and Inuit students in Alberta are successful	First Nations, Métis, and Inuit student success	Student growth & achievement Learning support

Alberta has excellent teachers, school leaders, and school authority leaders	Excellence in teaching, learning and leading	Teaching and leading
Alberta's K-12 education system is well governed and managed	Stakeholder engagement and communications Continuous improvement and assurance	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 [Administrative Procedure 404 – Duty to Report – Whistleblower Protection Act](#) to manage this new requirement.

Accountability Statement for The Foothills School Division Annual Education Results Report 2021-22

The Annual Education Results Report for The Foothills School Division for 2021-22 school year was prepared under the direction of the Board 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. The Annual Education Results Report for 2021/2022 was approved by the Board on November 30, 2022.



Theresa Letendre, Chair
Board of Trustees



Christopher Fuzessy, PhD
Superintendent of Schools



Our Division

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.

Okotoks and Area Schools

- [Big Rock School](#) (K-6)
- [Dr. Morris Gibson School](#) (K-6)
- [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](#)
- [Meadow Ridge School](#) (K-9)
- [Cameron Crossing School](#)
- [Heritage Heights School](#) (K-9), DeWinton
- [Red Deer Lake School](#) (K-9), Foothills County

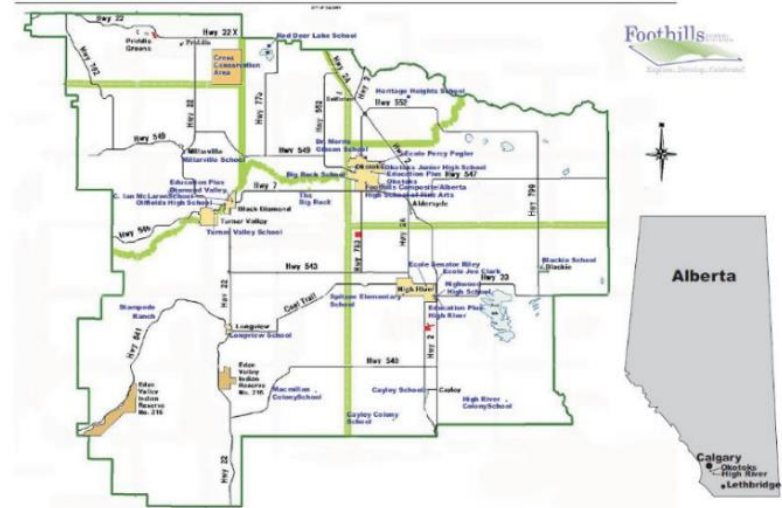
High River and Area Schools

- [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](#)

High Country Schools

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

FSD On-Line School: [Foothills Digital School \(1-12\)](#)



Programs

- [Indigenous Learning](#)
- [Junior Kindergarten \(Preschool\)](#)
- [Full and Part Time Kindergarten](#)
- [French Immersion](#)
- [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](#)
- [Summer School](#)
- [International Students](#)

Our Year in Review

Highlights and Accomplishments

- Second year of Division wide professional learning dedicated to Learning that Transfers
- Formation of an Indigenous Advisory Circle with the goal 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
- Advancing innovation and design has enhanced student understanding of outcomes and competencies through comprehensive, robust programs that have engaged learners in authentic, real-world, experiential, hands-on learning experiences to ensure students are well prepared for the future
- Feasibility study and subsequent implementation of before and after school care programs in 5 schools across the Division
- Continued implementation of full-time kindergarten program in pilot schools across the Division
- Completion of Blackie School modernization project
- Success in obtaining a Royal Bank of Canada grant supporting youth mental health across the Division
- First annual Foothills Youth Mental Health Partnership Summit hosted by Foothills Mental Health Task Force that includes FSD
- Ideas that Make Cents public consultation to inform budget building and decisions for the 2022-2023 school year
- Comprehensive literacy and numeracy support for learning disruptions from K to 12
- Additional quarter million dollars allocated by Board of Trustees to support addressing learning disruptions from K to 12
- Board of Trustees elections introducing three new Trustees and a new Chair to our FSD community
- FSD Participation in College of Alberta School Superintendents curriculum development through stories of practice including Indigenous Learning; Supporting Effective Governance; Literacy and Numeracy Support; and Building Purpose, Trust and Team

Trends and Challenges

Trends

- Small yet continued enrolment growth across the Division
- Continued academic supports to address learning disruptions
- Ongoing development and necessary increase of youth mental health supports
- Sustainable expansion of before and after school care options that meet the needs of families across the Division
- Building renewed partnerships in support of students and families
- Increasing the wellness and wellbeing of our students, staff team, families, and communities
- Placing education at the center of a flourishing Foothills community

Challenges

- Property insurance costs
- Transportation and utilities costs
- Budget uncertainties
- Supporting students, staff, and families effectively with limited resources
- Rebuilding capacity and resilience throughout the Foothills community

Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	82.6	83.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	78.6	81.3	83.4	81.4	83.2	83.1	High	Declined Significantly	Issue
	3-year High School Completion	91.6	90.2	90.1	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	94.3	93.2	91.7	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	69.7	n/a	77.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	15.1	n/a	18.1	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	73.8	n/a	86.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	13.2	n/a	18.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.7	88.8	91.0	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	87.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.8	81.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.6	76.7	80.5	78.8	79.5	81.5	Intermediate	Declined	Issue

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

Very Low → Low → Intermediate → High → Very High

Our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.

We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.



Foothills School Division Assurance Survey Overall Summary

Aggregate Summary

Foothills School Division Assurance Survey
% of Parents with positive responses in each category excluding "Don't Know"

2830

Results in Set

<p style="font-size: 24pt; font-weight: bold;">91%</p> <p style="font-size: 10pt;">Program of Studies</p>	<p style="font-size: 24pt; font-weight: bold;">83%</p> <p style="font-size: 10pt;">Work Preparation</p>	<p style="font-size: 24pt; font-weight: bold;">84%</p> <p style="font-size: 10pt;">Citizenship</p>	<p style="font-size: 24pt; font-weight: bold;">55%</p> <p style="font-size: 10pt;">School Improvement</p>	<p style="font-size: 24pt; font-weight: bold;">84%</p> <p style="font-size: 10pt;">Welcoming, Caring, Respectful...</p>
<p style="font-size: 24pt; font-weight: bold;">96%</p> <p style="font-size: 10pt;">Quality of Education</p>	<p style="font-size: 24pt; font-weight: bold;">74%</p> <p style="font-size: 10pt;">Life Long Learning</p>	<p style="font-size: 24pt; font-weight: bold;">91%</p> <p style="font-size: 10pt;">Student Learning Engagement</p>	<p style="font-size: 24pt; font-weight: bold;">74%</p> <p style="font-size: 10pt;">Parental Involvement</p>	<p style="font-size: 24pt; font-weight: bold;">81%</p> <p style="font-size: 10pt;">Access to Supports</p>

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.

Foothills School Division Assurance Survey Parent Participation

<p style="font-size: 24pt; font-weight: bold;">1170</p> <p style="font-size: 10pt;">JK-3 Students</p>	<p style="font-size: 24pt; font-weight: bold;">985</p> <p style="font-size: 10pt;">Gr 4-6 Students</p>	<p style="font-size: 24pt; font-weight: bold;">895</p> <p style="font-size: 10pt;">Grade 7-9 Students</p>	<p style="font-size: 24pt; font-weight: bold;">733</p> <p style="font-size: 10pt;">Grade 10-12 Students</p>
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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	Continuous Improvement
2020-2021 (FSD) <i>(n=342 parents – 4% of families)</i>	84%	81%	89%	87%	81%	77%	78%
2021-2022 (FSD) <i>(n=286 parents – 3% of families)</i>	83%	79%	88%	86%	81%	77%	69%
2021-2022 (Prov)	85%	81%	89%	86%	82%	79%	74%
Evaluation	n/a	High	High	Very High	Low	Intermediate	Low

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	Continuous Improvement
2021-2022 <i>(n=2830 parents – approx. 31% families)</i>	91%	84%	96%	84%	81%	74%	55%
Evaluation	Very High	Very High	Very High	Very High	High	Intermediate	Low



Our Goals and Strategic Plans 2021-2022

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Our Story of Learning

Learning is the apex of educators in pursuit of the full potential of young people

It begins with how teachers plan for learning. Our students bring their passions, talents, and curiosities to our schools each day. Teachers harness this by designing learning that enables students to solve complex problems while learning the knowledge and skills that allow them to grow these dispositions. Learning is then transferred – intentionally expanded beyond the classroom to engage learners with their communities and the world. Teachers design learning to tell the story of the curriculum; bringing it to life in a way that students can transfer learning directly into the things they care about.

Learning brings every student along

Our teachers consider each learner and design classroom instruction that supports each student to reach their greatest potential through the development of foundational, transferable skills and competencies to fully engage in their learning. Instruction and assessment are interwoven to ensure learners are receiving ongoing feedback that allows them to reflect and strive for the next steps in their learning journey. Complex problems framing learning segments are presented at the start of learning to increase engagement and make learning meaningful.

Learning builds a thinking toolkit

Thinking is made visible as students interact with rich learning tasks testing their ideas, and adjusting as they learn more, question more, and adjust thinking. This process is invaluable in the cultivation of life-long learners; young people who develop the dispositions and tools of thinking. Thinking is shared as students consult with others to generate questions, ideas, opinions and gather information. Students become co-designers of their learning as they are empowered to think deeply and interact with the thinking of others.

Learning connects young people to their ability to affect change

Our teachers create environments that empower each learner to lead their own lives and affect the world. Learning is designed to honour voice and learning spaces are created to nurture physical, emotional, intellectual, and social development. By empowering youth to discover their passions and talents and lead their lives with purpose, our schools support each learner to follow their journey and transfer their learning to life beyond the classroom.

» THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

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.

[Engage FSD](#)

[Vision 2034: Prepared for the Future](#)

[Budget & Education Plan Stakeholder Engagement](#)

[Ideas that Make Cents](#)

[Students' Matters](#)

[Trustee News & FSD Trustee Guide to Good Governance](#)

[School Council Presentations](#)

<p>Goals <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance stakeholder engagement and communications: Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ▪ governance aligns with and is responsive to the needs and expectations of the learning community ▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system ▪ communication provides assurance 	<ul style="list-style-type: none"> ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans

<p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans ▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement
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Measures and Targets

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

Provincial

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

Local

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

Results Analysis of Engagement

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
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Assurance Measures	Education Quality	Parental Involvement	Continuous Improvement
2021-2022 <i>(n=2830 parents – approx. 31% families)</i>	96%	74%	55%
Evaluation	Very High	Intermediate	Low

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 AB 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:

- 3% 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
- 10 456 invitations provided 2 830 responses to our FSD Assurance Survey representing 31% 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

- the advantage of asking the same questions in the FSD Assurance Survey as are in AB ED Assurance Survey allows us to directly compare results from both surveys
- both Assurance Surveys indicate high to very high achievement in education quality
- both Assurance Surveys indicate both parental involvement and continuous improvement are areas for growth. Low parental involvement is a result of pandemic restrictions limiting parental involvement and attendance at school. Continuous improvement was negatively impacted by continued disruptions in learning because of the pandemic.
- there were many stakeholder engagement opportunities that provided voice in decision making

Stakeholder engagement opportunities that inform priorities, actions and decision making in Foothills School Division

Students’ Matters Committee: All FSD schools have students represented on this committee (Gr. 5 – 12). The committee meets three times a year to provide student voice and perspective on division programs, initiatives, and education plans. This committee engages, empowers, and honours students as education partners and leaders of change in their school and community.

Student Councils: Student councils give students opportunities to share input and perspectives on school programs and initiatives. They improve relationships between students, teachers, parents, and school leadership. Students take responsibility and ownership of their learning and school community while promoting a welcoming, caring, respectful and safe learning environment.

Staff Advisory Committee: Representatives from all employee groups are represented on this committee from each school and facility site. The committee meets three times a year to provide staff voice to decision making.

Superintendent Advisory Sessions: Administrators from all schools in the division come together regularly throughout the year to collaborate, thinking critically, and solving problems together to advance education excellence in Foothills School Division. The purpose of the advisory sessions is for the superintendent to consult and gather feedback, voice, and recommendations for the executive team to consider in operational decision making in a shared leadership model with school administrators.

Shared Leadership Teams and Lead Teachers: Teacher teams come together throughout the year to collaborate, thinking critically, solving problems together and design high quality engaging learning to support student success and advance goals for student growth and achievement in Foothills School Division.

School Councils: School councils enhance student learning by engaging parents, staff, and community members to advise the principal and the board on matters concerning school improvement planning. School councils are a means for parents and community members to work together with the school to support and enhance student learning.

Council of School Councils (COSC): COSC enhances communication among the school councils, the division, the superintendent, trustees, and the community. Each school council within the division has a member of COSC. COSC provides parents, staff and interested community members an opportunity to discuss significant matters relating to student learning. They advise the board regarding matters of common interest and enhance parental engagement through learning opportunities.

Indigenous Advisory Circle: The Foothills School Division Indigenous Advisory Circle began in the fall of 2021 and meets frequently through the year. It is a community of various stakeholders including parents, guardians, educators, leaders, and students. The advisory circle’s main goal is to build reciprocal relationships and work together to advance truth and reconciliation within Foothills School Division. This will be accomplished through authentic voice and action with participation from self-identified Indigenous students alongside volunteer parents and guardians and volunteers from Foothills School Division Staff.

Multi-stakeholder Committee: A multi-stakeholder engagement committee consisting of staff, parents, community representatives and trustees has provided voice in supporting continuity of learning and quality education through the pandemic. Moving forward, the committee’s work will be repurposed for operational consultation on annual assurance actions (i.e., budget, education plan, AERR) and/or emergent issues (i.e., post pandemic planning forward). The committee’s purpose is to consult and gather feedback, voice, and recommendations for the executive team to consider in operational decision making. The committee is committed to communicating, collaborating, thinking critically, and solving problems together to advance education excellence.

Community Partnerships: The Foothills Mental Health Task Force came together during the winter of 2021. This committee includes representation from the Foothills School Division, Alberta Health Services, Mental Health and Addictions as well as Allied Care, The Foothills Children’s Wellness Network, and the Calgary Rural Primary Care Network. The objective of the task force’s work is to map out the existing continuum of supports for the Foothills community, identify and address gaps in service, and renew as well as strengthen partnerships throughout the community it serves. And, most importantly to include youth and community voice in shaping the direction of the work.

<p style="text-align: center;">Strategy Analysis <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
Stakeholder Engagement and Communications	
<p>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.</p>	High
<p>Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.</p>	High
<p>Strategy 3: Parent Engagement - Continue to promote and profile www.engagefsd.com as the official Foothills School Division online engagement portal to encourage discussion and collect parental voice in Divisional and School-based decisions.</p>	Intermediate
<p>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.</p>	Very High
<p>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.</p>	High

Continuous Improvement and Assurance	
Strategy 1: Implement PowerBI as a perpetual, live data dashboard to support school teams in understanding the current reality of the school, plan for improvement and track efficacy.	Very High
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	High
Strategy 3: Provide timely Assurance reporting so that stakeholders can assess school and system successes.	High
Strategy 4: 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 5: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all our stakeholders.	High

Key Insights of Engagement

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ parent and stakeholder involvement in educational decision making as indicated in AEAR 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 ▪ continuous improvement is an identified area for improvement ▪ participation rates of AB ED Assurance Survey

- 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, 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](#)
- [Trustee News](#) 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

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
- reconstruct opportunities to communicate, collaborate, and solve problems to advance education excellence
- celebrate and communicate successes and accomplishments to provide assurance of continuous improvement
- regenerate 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.

[FSD Cares](#)

[FSD Parent Learning Link](#) - [FSD Staff Learning Link](#) - [FSD Student Learning Link](#)

[Student Supports](#)

[Student Learning](#)

[Family and Community](#)

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

Measures and Targets

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

Provincial

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

Local

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

Results Analysis for Support

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

Impact and effectiveness of strategies implemented in achieving goal

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services for students 'at risk'
2020-2021 (FSD)	87%	81%
2021-2022 (FSD)	86%	81%
2021-2022 (Prov)	86%	82%
Evaluation	Very High	Low

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'
2021-2022 (FSD)	84%	81%
Evaluation	Very 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

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	67.0%	60.2%	45.7%	39.1%	55.7%
2020-2021	69.7%	54.9%	41.3%	42%	63.4%
2021-2022	66%	59%	56%	35%	57%
Evaluation	Very High	Very High	High	Low	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 AB 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's measure for accessing supports and services for students 'at risk' is similar to that of the provincial average
- SOS-Q survey indicates very high achievement in safe and caring and external resilience with percentage of students above the national average
- SOS-Q survey indicates high achievement in self confidence and peer relations with percentage of student above the national average
- an area for continued growth as indicated by the SOS-Q is internal resilience

Strategy Analysis	Evaluation
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<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<i>Impact of strategies implemented</i>
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.	High
Continuum of Supports	
Strategy 1: Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuums of support to help students get back on track with their learning.	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.	Very High
Strategy 4: Continue to strengthen community partnerships and collaborations to support our students and staff.	Very High
Strategy 5: Continue to engage students, staff and parents on strategies that support student success.	High

Key Insights for Support

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ▪ Safe and Caring is an area of continued strength as identified in the AB ED Assurance Survey and FSD Assurance Survey 	<ul style="list-style-type: none"> ▪ continue to build student and parent awareness of supports available through community partnerships

- 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
- 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 is strong indicating students are accessing supports when needed
- Safe and Caring Schools, External Resilience and Peer Relationships are areas of strength for students as indicated in the SOS-Q
- on an ongoing basis student voice is 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
- FSD Learning Links continue to be important resources for all learners
- 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 is serves

- continue to build awareness and understanding of collaborative support structures for students
- continue to develop strategies of internal resilience to support students manage and help themselves when faced with challenges
- self confidence and internal resilience are linked and strategies to develop both are important for student success
- develop comprehensive transition plans for students as they move schools to support internal resilience, build connections and confidence
- rebuild student connection to school and learning after pandemic

Next Steps

- target resources and strategies to improve internal resilience of students and create learning opportunities for students, staff, and parents to better understand what internal resilience is and how to develop it
- increased attention to social emotional learning will support student well-being coming out of the pandemic
- continue to develop Students' Matters to engage, empower, respect and honour students as education partners and leaders of change in their schools and communities
- continue to implement strategies to support safe, caring, welcoming, inclusive, and respectful learning environments through a continuum of supports for wellness and well-being of all
- continue to develop supports for staff to understand and work through a trauma-informed lens and universal design for learning
- expand each of the Minds Matter Team (MHCB) to support universal strategies for positive mental health and connections with students
- develop resources and supports for teachers and identify community partners available to support learning outcomes in physical education and wellness, health, and CALM
- continue to be an active partner in Foothills Mental Health Task in support of students and families

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](#)

[Numeracy Excellence Commitments](#) [Literacy Excellence Commitments](#) [French Language Excellence Commitments](#)

[Numeracy and Mathematics, Literacy and French Immersion Principles in Practice](#)

[FSD Staff Learning Link](#) - [FSD Parent Learning Link](#) - [FSD Student Learning Link](#)

Student Growth and Achievement Goals

Innovation and Design and Learning that Transfers

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>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.</p> <p>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.</p>	<p><i>Measurable statements of what we seek to achieve</i></p> <p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p> <ul style="list-style-type: none"> ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential 	<p><i>Indicators of achieving outcomes</i></p> <p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p> <ul style="list-style-type: none"> ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts

- students will be well prepared for their future while remaining current and relevant in the local and global contexts

- improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied 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: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21 (FSD)	82%	85%	81%	89%	80%	84%

2021-22 (FSD)	82%	79%	79%	88%	73%	83%
2021-2022 (Prov)	83%	85%	81%	89%	81%	85%
Evaluation	Very High	High	High	High	Intermediate	n/a

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
2021-22	91%	83%	84%	96%	74%	91%
Evaluation	Very High	Very High	Very High	Very High	Intermediate	Very High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Low Drop-out rate	High School Completion (5 years)	Transition Rate (6 years)	Rutherford Scholarship	Exam Participation
2020-21 (FSD)	0.6%	93%	55%	71%	n/a
2021-22 (FSD)	1.0%	94%	53%	80%	n/a
2021-2022 (Prov)	2.3%	87%	60%	71%	n/a
Evaluation	Very High	Very High	Intermediate	Very High	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	ELA/FLA/SS	Math/Science	CTS/CTF

2020-2021	94%	71%	83%	87%	49%	59%	53%
2021-2022	92%	68%	81%	86%	50%	59%	56%
Evaluation	Very High	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 AB 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
- both Assurance Surveys indicate achievement of high to very high for work preparation, quality of education and student learning engagement
- both Assurance Surveys indicate achievement of intermediate for life-long learning which would be an area for growth

Strategy Analysis <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
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.	High
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.	High
Strategy 5: Support teachers with foundational learning in preparation for a new Alberta curriculum.	Very High

Key Insights for Design and Innovation and Learning for Transfer

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ▪ Rutherford Scholarships rates are consistently high and drop-out rates are consistently low which is representative of FSD’s intentional focus on the nine foundational principles of High School Redesign ▪ maintained very high achievement for program of studies because of the quality and variety of opportunities for students in our schools ▪ maintained very high achievement for High School Completion rates because of tracking student progress, successful transitions, student engagement, collaborative and community partnerships and positive connections ▪ 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 ▪ Student Learning Engagement is very high on both the AB ED and FSD Assurance Surveys which can be attributed to a focus on designing learning including student success criteria and the three principles of deep and transferable learning including student agency, conceptual understanding and living with complex problems over time 	<ul style="list-style-type: none"> ▪ lifelong learning is an area for continued growth with a focus on competency development, deep and transferable learning, and innovation and design ▪ FSD Student Intellectual Engagement Survey students are not losing track of time because they are engaged in the learning in most subject areas ▪ FSD Student Intellectual Engagement Survey indicates that students are more engaged in Science and Math and less in Social Studies and ELA which is consistent across all Grades 4-12 ▪ FSD Student Intellectual Engagement Survey (Relevance) 68% of students Gr. 4-12 indicate: they apply what they have learned in school to everyday life; understand why they are learning things; want to learn because it is enjoyable; want to learn to get a good mark; what I learn is meaningful to me. Students are not reporting high relevance ▪ students are not reporting high challenge

- strong new curriculum design team and comprehensive new curriculum implementation plan kindergarten to grade six for English Language Arts and Literature, Mathematics and Physical Education and Wellness. Through professional learning supported teachers with foundational learning in preparation for a new curriculum
- strong instructional model and assessment practices for deep and transferable learning
- Innovation and Design Framework provides a common vision, language, and structure for design driven instruction
- community connections, partnerships, and dual credit offerings
- high-quality innovation and design programs through maker-centered learning, CTF, CTS
- use of myBlueprint & eportfolios for deep and transferable learning & career exploration
- FSD Student Intellectual Engagement Survey (High Expectations) 92% of students Gr 4-12 indicate teachers expect them to do well, encourage improvement, expect to work hard
- Student Intellectual Engagement Survey (Rigor) 81% of students Gr 4-12 indicate teachers share learning targets so students know what they are learning; they understand what mastery and excellence in learning are; asked questions that are challenging; teachers talk to students about their work so they can improve
- Student Intellectual Engagement Survey 86% (Effort) of students Gr. 4-12 indicate they must think hard about learning; learn about problem-solving in different ways in different subjects, connect effort to success and report an ability to do well in school

Next Steps

- 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
- continue to design for deep and transferable learning in support of student success now and in the future
- design relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable
- design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency
- continue to develop competencies for successful learners



Student Growth and Achievement Goals

Literacy and Numeracy and 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 literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning</p>	<ul style="list-style-type: none"> ▪ improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students
<p>Advance First Nations, Métis, and Inuit student success: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> ▪ improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ 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: 3-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			
Course	30-1		30-2		30-1		30-2		30-1		30-2	
Achievement	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-2022 (FSD)	79.9	11.0	72.7	5.5	61.8	16.4	46.9	6.1	88.1	11.9	81.2	19.7
2021-2022 (Prov)	78.8	9.4	90.8	12.3	63.6	23.0	61.5	11.8	81.5	15.8	72.5	13.2
Evaluation	High	High	Low	Low	Intermed	Intermed	Low	Low	Very High	Intermed	Very High	Very High

Diploma Exams	Sciences							
Course	Bio 30		Chem 30		Physics 30		Science 30	
Achievement	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-2022 (FSD)	73.0	20.4	72.1	26.2	72.7	19.7	63.5	8.7
2021-2022 (Prov)	74.3	25.2	77.1	31.1	78.5	36.4	75.7	17.2
Evaluation	High	Intermed	Intermed	Intermed	Intermed	Low	Low	Low

Diploma Exams	Français/French Language Arts 30-1		Etudes Sociales 30-1	
Achievement	Acceptable	Excellence	Acceptable	Excellence
2021-2022 (FSD)	96.4	0	Not Available	Not Available
2021-2022 (Prov)	91.9	6.8	Not Available	Not Available
Evaluation	Very High	Very Low	Not Available	Not Available

Data Analysis

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes analyzing provincial learning outcomes for the grade 12 diploma exams. This data told us that there was:

- a high level of achievement in excellence for Social Studies 30-2
- a high level of achievement in acceptable for Social Studies and French Language Arts

- a high level of achievement in excellence for English Language Arts
- a high level of achievement in acceptable for English Language Arts and Bio 30
- an intermediate achievement in acceptable for Math 30-1, Chemistry and Physics
- an intermediate achievement in excellence for Math 30-1, Social Studies 30-1, Biology and Chemistry
- a low achievement in both acceptable and excellence for English Language Arts 30-2, Math 30-2, and Science 30
- a low achievement in excellence for Physics and very low achievement in excellence for French Language Arts

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & 9) 2021-22										
Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
Grade 6										
Grade 6 (FSD)	85.3	20.1	62.8	7.5	73.7	18.7	72.1	23.4	76.0	2.0
Grade 6 (Prov)	76.2	18.9	77.5	15.2	67.9	20.8	71.4	24.3	76.9	10.6
Evaluation	Very High	High	Low	Low	Very High	Intermediate	High	High	High	Low
Grade 9										
Grade 9 (FSD)	78.7	15.1	49.9	8.5	67.5	14.2	72.4	18	69.8	4.7
Grade 9 (Prov)	69.6	12.9	51.6	16.1	60.0	17.0	67.2	22.7	73.5	9.9
Evaluation	Very High	High	Intermediate	Low	High	Intermediate	High	Intermediate	Intermediate	Low

Data Analysis

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes analyzing provincial learning outcomes for grade 6 and 9 Provincial Achievement Tests. This data told us that there was:

- a very high level of achievement in acceptable for Gr 6 ELA and Social Studies as well as Gr 9 ELA
- a high level of achievement in excellence for Gr 6 Science and Gr 9 ELA
- a high level of achievement in acceptable for Gr 6 Science and French Language Arts and Gr 9 Social Studies and Science

- an intermediate level of achievement in excellence for Gr 6 & 9 Social Studies and Gr 9 Science
- an intermediate level of achievement in acceptable for Gr 9 Math and French Language Arts
- a low level of achievement in excellence for Gr 6 and 9 Math and French Language Arts
- a low level of achievement in acceptable for Gr 6 Math

AEA Measures for English Language Learners					
Performance Measure	High School Completion (3-year Completion)	Provincial Achievement Tests		Diploma Examinations	
		Acc	Exc	Acc	Exc
2018-2019	72.5%	61%	4.5%	80.8%	12.1%
2019-2020	95.2%	n/a	n/a	n/a	n/a
2020-2021	70.6%	n/a	n/a	n/a	n/a
2021-2022	95.7%	56%	14.3%	58.6%	12.1%

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments						
Average Scores on Pre-and Post Assessments: (Increase in literacy and numeracy)						
	Grade 1		Grade 2		Grade 3	
2021-2022	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
September (grade 2 & 3)/January (grade 1)	31	38.1	1.7	20.2	6.3	30.1
June	46	58	12.3	45	20.2	55
Evaluation	High	Very High	High	Very High	High	Very High

Percentage of 'Students at Risk': (Reduction in students identified at risk)						
	Grade 1		Grade 2		Grade 3	
2021-2022	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
September (grade 2 & 3)/January (grade 1)	23%	23%	38%	25%	36%	29%
June	12%	8%	23%	12%	16%	11%
Evaluation	High	High	High	High	Very High	Very High

Data Analysis

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3. This data told us that the comprehensive literacy and numeracy intervention plan FSD implemented significantly impacted student literacy and numeracy. With very high levels of achievement in grades 1-3 in numeracy and high levels of achievement in literacy. Students identified as at risk decreased significantly for students in grade 3.

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.			
% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	72%	63%	67%
2021-2022	67%	74%	70%
Evaluation	Intermediate	Very High	High

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	74%	78%	70%	83%
2020-2021	64%	69%	56%	66%
2021-2022	61%	61%	60%	75%
Evaluation	Intermediate	Intermediate	Intermediate	High

Data Analysis

In telling our story of success we look at the progress we made in advancing literacy and numeracy which included analyzing results from the Grade literacy assessment and the Mipi numeracy assessment. This data told us that:

- overall, these was a very high level of achievement in vocabulary, a high level of achievement in comprehension and an intermediate level achievement in listening in grades 2-9 as identified in the Grade literacy assessment
- overall, there was a high level of achievement in statistics and probability and an intermediate achievement in number, patterns and relations and shape and space in grades 2-10 as identified in the MIPI numeracy assessment

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)
2021-2022	28%	50%	54%	52%	43%
Evaluation	Very Low	Intermediate	Intermediate	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%
Evaluation	High	Intermediate	Very High

Strategy Analysis for Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Advance development and application of divisional <i>Excellence 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.	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 for Literacy and Numeracy

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ▪ Literacy Assessment (GRADE) identifies vocabulary and comprehension as areas of strength: Strengths in literacy in each grade include Gr. 2 (vocabulary); Gr. 3 (comprehension); Gr. 4 (vocabulary); Gr. 5 (comprehension); Gr. 6 (vocabulary); Gr. 7 (vocabulary); Gr. 8 (vocabulary); Gr. 9 (listening) ▪ Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments) 	<ul style="list-style-type: none"> ▪ Literacy Assessment (GRADE) identifies listening as an area for improvement (Gr. 2-9) ▪ French Immersion reading results (GB+ and DRA) indicate decoding and reading comprehension as an area for improvement ▪ Numeracy Assessment (MIPI) demonstrated challenges in most performance areas in Grades 6-9

indicate impact of comprehensive literacy and numeracy interventions resulting in significant improvements in scores from pre to post assessment, reading levels increased on average by 5 levels and there was a significant reduction in % of students identified as ‘at risk’

- Numeracy Assessment (MIPI) identifies particular strengths in each grade include: Gr. 2 (patterns & relations, shape & space, number); Gr. 3 (statistics & probability, patterns & relations, number); Gr. 4 (statistics & probability, shape & space, patterns & relations); Gr. 5 (patterns & relations, shape & space, statistics & probability, number); Gr. 6 (statistics & probability, patterns & relations, shape & space); Gr. 7 (statistics & probability, shape & space); Gr. 8 (patterns & relations); Gr. 9 (patterns & relations); Gr. 10 (number)
- systems and structures, such as Literacy and Numeracy Lead teachers, are a strength
- 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 1-3 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
- system wide numeracy, mathematics, literacy, and French literacy strategies for grades K-12 students
- K-12 numeracy, mathematics, literacy and French literacy resources support learner growth and success
- greater awareness of the importance of a positive *Mathematical Mindset*
- prioritization of literacy, numeracy, and mathematics learning
- positive feedback from teachers about the value of staff learning experiences and structures in literacy, numeracy, and mathematics
- French Immersion Review data indicates that students are very satisfied with their quality of education, relationships with teachers, and cultural experiences

- Numeracy Assessment (MIPI) identifies number fluency and flexibility and transfer of number to other strands as an area of focus
- increased alignment between instruction, assessment, and evaluation practices
- use of ongoing assessment and triangulated evaluation practices to increase learner engagement, agency, and success
- disruptions in learning due to COVID had a significant impact on student literacy, numeracy, and mathematics skills
- design learning that is specifically for second language learners

Next Steps

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, particularly at grades 3-8
- Numeracy Assessment (MIPI) identifies a need to encourage designing beyond one strand and ensuring students and teachers incorporate the mathematical processes when designing instruction, assessments, and interventions, particularly in Gr. 6-9 math
- continue to focus on oral language development in French Immersion
- design learning that transfers within and beyond the discipline
- design learning for improved conceptual understanding and common language of instruction
- expand repertoire of universal and targeted interventions in mathematics, numeracy, literacy, and French literacy

<ul style="list-style-type: none"> ▪ strategy for French oral language development through consistent language exposure ▪ Local French Immersion measures indicate strength in listening comprehension, and the ability to understand various French accents ▪ digital literacy resources improved access to French literacy and opportunities for language development beyond the school day ▪ K-9 Literacy resources and professional resources supported universal and targeted French literacy instruction ▪ Diplôme d'Études en Langue Française (DELFL) program enhances student learning, and guides instruction, assessment, and evaluation ▪ 51 students chose to challenge the DELFL exam in grades 10 and 12 ▪ 100% of students successful on the DELFL exam 	<ul style="list-style-type: none"> ▪ continue to broaden analysis of numeracy and mathematics, literacy, and French literacy data to improve instruction and student learning ▪ continue to develop K-12 numeracy and mathematics, literacy, and French literacy learning priorities ▪ continue to balance programming in numeracy and mathematics, literacy, and French literacy ▪ continue to focus on high impact strategies and wiser classroom practice ▪ implement strategies from the Common European Framework of Reference for Languages ▪ develop systemic continuum of supports for French Immersion literacy development
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Results Analysis for First Nations, Métis, and Inuit Student Success

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

AEA Measures for FNMI Students

Performance Measure	High School Completion (3-year Completion)	Provincial Achievement Tests		Diploma Examinations	
		Acc	Exc	Acc	Exc
2018-2019	93.3%	71.2%	8.8%	87%	7.4%
2019-2020	78.9%	n/a	n/a	n/a	n/a
2020-2021	92.9%	n/a	n/a	n/a	n/a
2021-2022	82.5%	43%	9.9%	76.9%	10.3%

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	68%	60%	46%	46%	55%
2020-2021	74%	65%	47%	42%	61%
2021-2022	69%	58%	31%	39%	52%
Evaluation	High	Intermediate	Low	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
2020-2021	93%	66%	81%	85%	49%	46%	58%
2021-2022	89%	65%	80%	81%	50%	54%	55%
Evaluation	Very High	Intermediate	Very High	Very High	Intermediate	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
2020-2021	67%	55%	55%
2021-2022	57%	60%	53%
Evaluation	Intermediate	High	Intermediate

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
2021-2022 Baseline	52%	40%	51%	30%	56%	40%	60%	30%	78%	60%	49%	20%	83%	80%	80%	70%	58%	20%

Data Analysis

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Metis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, and the Grade Literacy Assessment. This data told us that:

- an area of strength on the SOS-Q was safe and caring, areas of intermediate achievement include external resilience and peer relations. Areas for continued focus include self-confidence and internal resilience
- areas of very high achievement on the intellectual engagement survey include high expectations, rigor, and effort
- intermediate achievement occurs in relevance and engagement in learning in subject specific areas
- high achievement in vocabulary and intermediate achievement in listening and comprehension was indicated on the Grade literacy assessment

- strength is 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 Perspectives Survey
- 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.

Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: 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 and implementing foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.	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

Key Insights for First Nations, Métis, and Inuit Student Success

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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

- 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
- area of strength on the SOS-Q is safe and caring, areas of intermediate achievement include external resilience and peer relations
- 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

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

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<ul style="list-style-type: none"> ▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ 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. <p>Local</p> <ul style="list-style-type: none"> ▪ 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. 		

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.

Performance Measures	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
2020-2021	90%	90%	88%	89%	90%	78%	85%
2021-2022	78%	82%	83%	82%	84%	75%	84%
Evaluation	Intermediate	High	High	High	High	Very Low	

Data Analysis

In telling our story of success we look at the progress we made in advancing excellence in teaching, learning, and leading which includes reviewing the in-service jurisdiction needs identified in the AB ED Assurance Survey and the FSD Professional Learning Survey. This data told us that there was:

- a slight decrease in satisfaction of teachers regarding professional learning as indicated in the AB ED Assurance Survey
- a high level of achievement in collaborative cultures, collective inquiry and reflective practice, commitment to continuous improvement as well as results and action-oriented indicators on the FSD professional learning survey. An intermediate level of achievement was identified in shared vision, mission, and values

Strategy Analysis for excellence in teaching, learning, and leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue to develop 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.	High
Strategy 2: Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.	High
Strategy 3: Advance optimal student learning through the development of collective instructional leadership efficacy to coach for deep and transfer 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.	High
Strategy 5: Continue to focus on key goals within each of the priorities of Engagement, Support and Success that results in optimum student learning through a learning plan to support teachers with a new Alberta curriculum.	Very High

Key Insights for Teaching and Leading

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> ▪ high percentage of teachers agree professional learning opportunities made available through the jurisdiction have focused on priorities of the jurisdiction as indicated in AEAR ▪ high percentage of teachers as indicated in the FSD Professional Learning Survey identify strengths in collaborative culture, commitment to continuous improvement, collective inquiry, reflective practice, results and action-oriented ▪ alignment and focus of evidence informed professional learning ▪ variety of differentiated professional learning opportunities ▪ shared vision and clearly articulated goals ▪ responsive to continually changing contextual variables requiring ongoing monitoring, adjustments, and refinement ▪ support by networks of professional learning committees, specialist councils, teacher conventions, school jurisdictions, regional consortia, universities, and other stakeholders ▪ considered professional learning needs of the teachers, schools, and jurisdiction in advancing education plans 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> ▪ disruptions in professional learning due to the pandemic impacted professional learning plans with professional development being postponed or cancelled ▪ professional learning was intermittent, interrupted, and inconsistent through the pandemic being moved from in-person to virtual, being limited and cancelled because of pandemic restrictions and staffing challenges negatively impacted collaboration ▪ inconsistent collaborative learning opportunities for teachers and support staff between schools because of the pandemic ▪ stress of students and staff with <i>just in time learning</i> taking priority as teachers needed to learn to meet the needs of learners in multiple learning environments moving from in-person to virtual, inconsistent attendance, interruptions in learning and learning gaps ▪ screen time fatigue impacted true engagement and collaboration of both staff and students in learning ▪ Increased time spent on operational tasks related to COVID and supporting mental and emotional health needs of school communities meant less time and focus on ongoing professional learning ▪ cancelation of learning days over the course of the school year due to COVID situations meant less time spent in system wide learning conversations ▪ more effectively design professional learning opportunities that address and contribute to on-going professional learning of teachers as indicated in AEAR <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ▪ continue to develop excellent teaching and leadership practices to optimize student learning and achievement through professional learning that develops and deepens teacher and leadership competencies as outlined in the Teaching Quality Standard and Leadership Quality Standard
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- mentoring and empowering teachers in educational leadership roles
- promoting innovation, enabling positive change, and fostering commitment to continuous improvement
- communicating professional learning plans with stakeholders on an ongoing basis
- high-quality professional learning opportunities that build expertise of teachers in designing learning and instruction that engages students and optimizes student learning and achievement
- system-wide professional learning plan outlines the through-line of professional learning across the system and includes both whole system collaborative learning, as well as cohorts and lead teacher groups in support of shared leadership and collective responsibility

- re-establish in-person professional learning collaborative communities to build personal and collective professional capacities and expertise
- ensure learning is interactive, continuous, reflective, and part of the day-to-day work of teachers
- increase shared leadership utilizing lead teachers
- include all who express interest in new curriculum lead teams
- increase targeted support for administrators in professional learning plans and in cultivating meaningful collaborative cultures and learning opportunities for staff in schools
- collaboratively create and implement Foothills School Division shared vision for professional learning
- promote team building and shared leadership by creating high-performing shared leadership teams that are engaged in planning for and leading professional learning
- leverage technology so teachers can explore, take risks, and think critically about their professional practice
- differentiate professional learning based on identified needs of teachers through local and provincial contexts
- develop professional learning plans and high-quality professional learning opportunities that are responsive to the voice of teachers and scaffold key learning with alignment and focus
- ensure ready to use professional learning for school leaders to support school-based strategies
- collaborate with outside professional learning partners to support curriculum implementation



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