

ÉOJHS School Annual Education Results Report 2021-22

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

[School Education Plan](#) [Education Plan \(foothillsschooldivision.ca\)](#)

[School Website](#) [Okotoks Junior \(foothillsschooldivision.ca\)](#)

School Land Acknowledgement

FRENCH:

Nous, la communauté de l'École Okotoks Junior High School, reconnaissons les terres traditionnelles et ancestrales des peuples autochtones du territoire du Traité 7 (signé en 1877), sur lesquelles cette école est située, où nous apprenons, travaillons et encourageons mutuellement à vivre d'une manière respectueuse et en amitié.

Nous reconnaissons, souvenons et honorons les peuples autochtones qui ont vécu ici et continuent de vivre sur cette terre : les Siksika, Kainai, Piikani, Stoney-Nakoda et Tsuut'ina. C'est également le territoire de Métis de la région 3 de l'Alberta.

Lors que nous nous réunissons sur ce territoire, nous nous engageons à apprendre à devenir de meilleurs apprenants tout au long de la vie, des intendants de la terre et des membres actifs de cette communauté.

ENGLISH:

We, the Ecole Okotoks Junior High School community, acknowledge the transition and ancestral lands of the Indigenous peoples of Treaty 7 territory (signed in 1877), on which this school is located, where we learn together, work together, and encourage each other to live in a good and respectful way.

We recognize, honour, and remember the Indigenous peoples who have lived here and continue to live on this land: the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut'ina. It is also home to the member so the Metis Nation of Alberta – Region 3.

When we gather on this territory, we commit ourselves to learning how to be better lifelong learners, stewards of the land, and contributing members of this community.

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

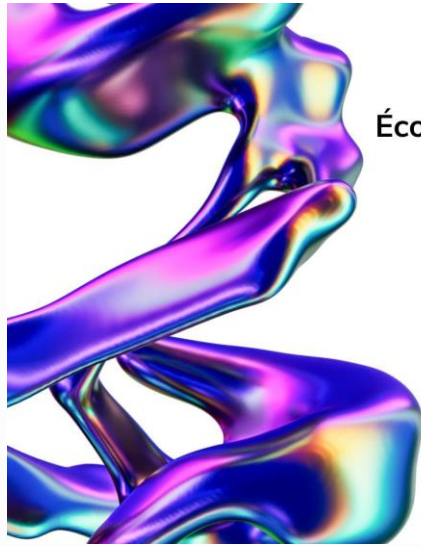
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

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

Providing Assurance

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

About Our School



École Okotoks Junior High



Our Vision

INSPIRING critical thinkers who are kind, confident and resilient.

Our Mission

DESIGNING opportunities for students to develop their passion and potential.

École Okotoks Junior High School is a grade 7-9 school with approximately 495 students and 33 staff. Our school has certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We are a dual track school offering French Immersions Program as well as English classes. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital media, band, choir, guitar, outdoor education, makerspace, and drama to name a few. We are the home of the Ocelots.

“In pursuit of excellence”

A Year in Review

Highlights and Accomplishments

\$2500 raised for Terry Fox

Sports returned

Variety of clubs including a GSA, Games Club, Breakfast Club helped increase students' a sense of belonging

Return of OJ traditions – Track & Field, Egg Hunt, Wellness Conference, Speeches, Grade 9 Farewell, Awards Ceremony, Drama production, Staff v. Students hockey game etc.

Staff strive to provide meaningful learning
Teachers go out of their way to help kids

Trends and Challenges

Increase in the number of suspensions (ISS and OSS)
Increase in Behaviour challenges – cellphones, vaping, vandalism
Decrease in safe and caring measures
Staff identify lack of focus/cohesion as a team
Attendance issues and lates were a concern

Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5308 Okotoks Junior High School



Assurance Domain	Measure	Okotoks Junior High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.9	73.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	60.3	59.8	79.6	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	EAT: Acceptable	n/a	n/a	73.7	n/a	n/a	73.8	n/a	n/a	n/a
	EAT: Excellence	n/a	n/a	13.2	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.1	76.8	88.2	89.0	89.6	90.3	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.0	71.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.1	82.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	55.5	41.9	72.2	78.8	79.5	81.5	Very Low	Declined	Concern

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

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



Engagement

Our Story of Engagement

*144 students, 19 parents and 20 teachers completed the AEAM survey.
 80.7% of parents agree that students are engaged in their learning at school.
 71% of students agree that students are engaged in their learning at school.
 90% of teachers agree that students are engaged in their learning at school.*

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<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.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

Strategies <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>
Student Engagement: Student Council, Student Matters, and Classroom Circles	Good
Staff Engagement: Staff meetings, Staff Learning Days, PLC structure, monthly grade level meetings, School Leadership Team	Poor
Parent Engagement: School Council, Parent Teacher Interviews (offering a hybrid model)	Good
Community Engagement: Explore supports and partnerships available within the community, partnering with the Food Bank	Good
Communications: Admin updates to families, classroom communication to families, Learner Profiles, Instagram, & School Website	Good

Areas of Strength:

- Hybrid model of parent teacher interviews – parents appreciate the flexibility of in person, phone or virtual.
- Teacher communication through weekly emails home
- Increased engagement on social media (parents and students)

Areas for Growth:

- Covid restrictions were a barrier to staff being fully engaged in staff meetings, learning days, PLCs, etc.

Next Steps:

- School renewal creates an opportunity to increase engagement opportunities with students, staff, parents and community

- PLC structure
- Learning environments that foster student engagement

Continuous Improvement Results Analysis

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

Measures and Targets

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

Provincial

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

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	76.8%	41.9%	66.3%
2021-2022	81.1%	55.5%	54.7%
Evaluation	Good	Improving	Concern

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5308 Okotoks Junior High School



Assurance Domain	Measure	Okotoks Junior High School			Alberta			Measure Evaluation		
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Student Growth and Achievement	Student Learning Engagement	80.9	73.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	60.3	59.8	79.6	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	73.7	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.2	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.1	76.6	88.2	89.0	89.6	90.3	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.0	71.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.1	62.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	55.5	41.9	72.2	78.8	79.5	81.5	Very Low	Declined	Concern

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	86%	62%	94%	67%	80%	65%
Evaluation	Good	Acceptable	Excellent	Acceptable	Good	Acceptable

Aggregate Summary

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

177

Results in Set

<p style="font-size: large; font-weight: bold;">91%</p> <p style="font-size: small;">Program of Studies</p>	<p style="font-size: large; font-weight: bold;">69%</p> <p style="font-size: small;">Work Preparation</p>	<p style="font-size: large; font-weight: bold;">62%</p> <p style="font-size: small;">Citizenship</p>	<p style="font-size: large; font-weight: bold;">51%</p> <p style="font-size: small;">School Improvement</p>	<p style="font-size: large; font-weight: bold;">67%</p> <p style="font-size: small;">Welcoming, Caring, Respectful...</p>
<p style="font-size: large; font-weight: bold;">94%</p> <p style="font-size: small;">Quality of Education</p>	<p style="font-size: large; font-weight: bold;">53%</p> <p style="font-size: small;">Life Long Learning</p>	<p style="font-size: large; font-weight: bold;">86%</p> <p style="font-size: small;">Student Learning Engagement</p>	<p style="font-size: large; font-weight: bold;">65%</p> <p style="font-size: small;">Parental Involvement</p>	<p style="font-size: large; font-weight: bold;">80%</p> <p style="font-size: small;">Access to Supports</p>

Strategies <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: Education Plan sets out what needs to be done including determining priorities, outcomes, measures and strategies that will be implemented to improve results.	Acceptable
Strategy 2: Evidence informed decision making, learning, capacity building and stakeholder engagement	Acceptable
Strategy 3:	

Areas of Strength:

- There are many sources of evidence and data collected.
- Staff voice in created a meaningful vision and mission.

Areas for Growth:

- Using the data within our PLC structure in a purposeful manner.
- Participation in Ab Ed Assurance Survey & FSD Assurance Survey

Next Steps:

- Using the data/evidence to guide practice and evaluate improvement in cycles.
- Creating opportunities for students to reflect on the data.

Support

Our Story of Support

ÉOJHS has a strong team to support students requiring targeted and individualized needs. The Student Services team includes a Learning Coach, a Family Liaison Counselor and Educational Assistants. The Student Services room is in a central location for students to access when they need social-emotional support. The room as many separate break out areas for students to regulate, meet with school staff or external resources and agencies.

We offer a continuum of supports, interventions and responses focused on academic and social emotional needs. The learning Support team meets with the administrative team weekly to target student needs. Support includes not only human resources, but also the development and implementation of Inclusive Learning Plans and Behaviour Support Plans, application for Jordan’s Principle, Big Brother Big Sisters mentorship with Percy Pegler School, Wise Guys program, addictions counsellor, GSA and breakfast and lunch programs.

Learning Supports Results Analysis

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

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	79.7%	62.3%
2021-2022	77.5%	77.1%
Evaluation	Concern	Improving

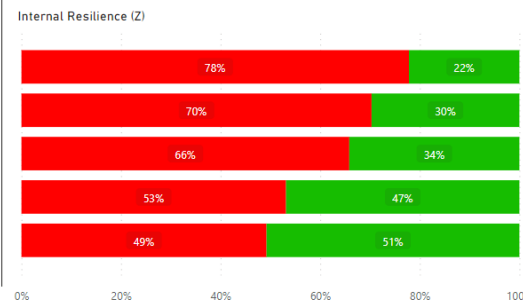
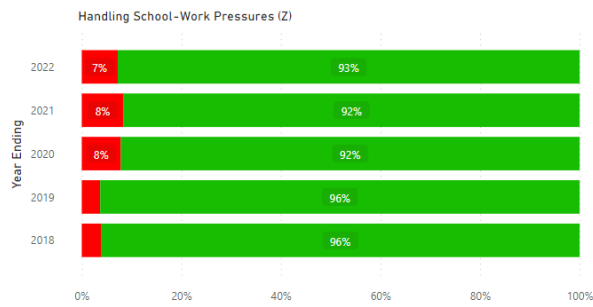
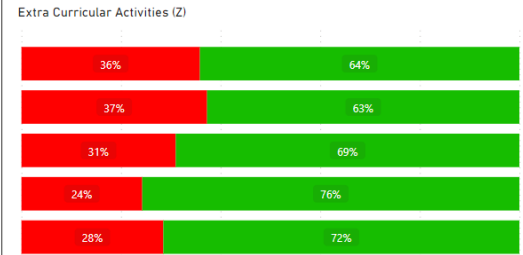
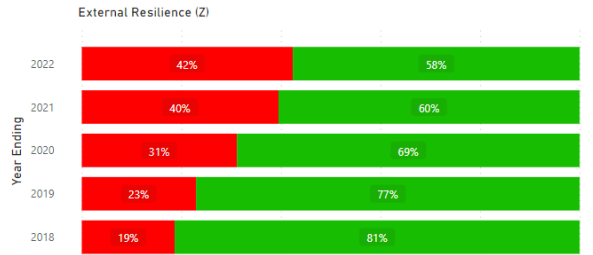
FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools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

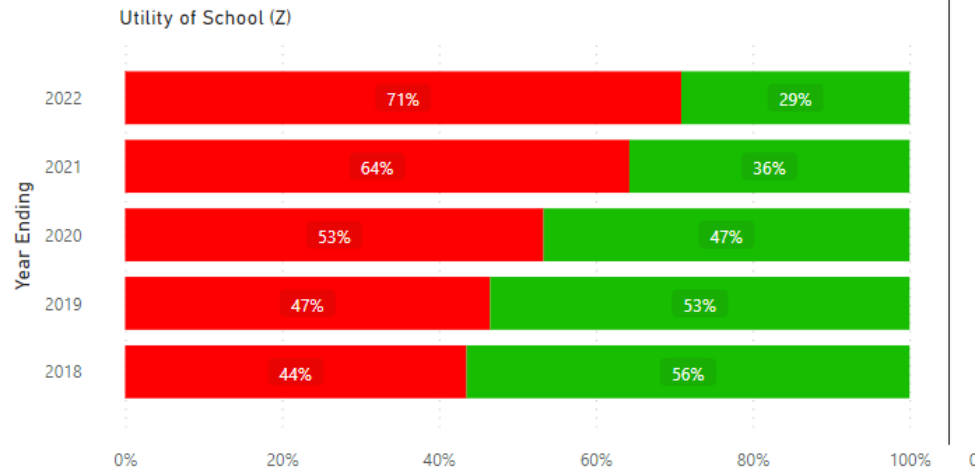
above national norm

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%	69%	52%	34%	63%
2020-2021	71%	60%	44%	30%	56%

2021-2022	64%	58%	41%	22%	53%
Evaluation	Concern	Concern	Concern	Issue	Concern

Relative to National Norm ● Below ● At or Above





Strategies: Advance Wellness and Well-being

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

Evaluation

Impact of strategies implemented

Strategy 1: Re-engage students in student leadership and engagement opportunities	Good
Strategy 2: Student Matters, Student Council, SOS-Q, and Intellectual Engagement data	Good
Strategy 3: Evidence based practices such as Positive Behaviour Supports, Restorative Practices, and Trauma Informed Practice	Concern

Areas of Strength:

- Student involvement in planning and attending the Wellness Conference.
- Students re-engaged in clubs, sports teams, and other extracurricular opportunities.

Areas for Growth:

- Targeting the SOS-Q results with purposeful strategies.
- Inconsistency and lack of confidence in applying PBS, Restorative Practices and Trauma Informed Practices.

Next Steps:

- Modelling Restorative Circles.
- Empower the Student Council and Student Matters to advance their goals.
- Consistency application of Behaviour Continuum and office referral reflection sheet.

Strategies: Advance Continuum of Supports <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: Classroom formative assessments	Improving
Strategy 2: Student Success Protocols such as SIS, ELL intake, PBS, Suicide Risk Assessments	Improving
Strategy 3: SEL curriculum	Concern

Areas of Strength:

- Learning Support meetings on a weekly basis where kids are flagged, and support is put in place.
- PD provided for staff on PBS.
- Student Services as a hub where students can receive support (Academic, Behaviour, & Social-Emotional).

Areas for Growth:

- ELL intake and benchmarking.
- Built in time to talk about kids (Collaborative Team Meetings)
- Teachers programming for students requiring individualized support.

Next Steps:

- Complete Rob Nash modules within grade 7-9 health.
- Build in more inclusive practices and meeting students where they are at.

Success

Our Story of Success

There is a deep tradition of rigor and excellence at ÉOJHS. We have a strong French Immersion Program. In core subject areas of ELA, Social Studies, Math, Science, most students report being in “flow” in our intellectual engagement survey, which indicates that they are engaged in their learning and find the learning challenging enough to keep them engaged.

Our teaching staff attended divisional professional learning days to increase their understanding of designing learning for transfer and to make learning both relevant and meaningful for our students. School lead teachers met throughout the course of the year to further explore and develop the skills and knowledge to design learning for transfer. Several of our CTF teachers are beginning to align CTF language with their rubrics.

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</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>
<p>Goal 2 <i>Desired Result</i> Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential. • Students will be well prepared for their future while remaining current and relevant in local and global contexts. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.

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

Local

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

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	80%	70%	59.8%	76.8%	57.6%	73.4%
2021-22	85.9%	70.8%	60.3%	81.1%	65%	80.9%
Evaluation	Very High	Low	Very Low	Low	Low	N/A

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2020-21	n/a	n/a	n/a	n/a	n/a
2021-22	n/a	n/a	n/a	n/a	n/a

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020-2021	92%	73%	81%	87%	n/a	n/a	n/a
2021-2022	92%	65%	80%	85%	n/a	n/a	n/a
Evaluation	Very High	Concern	High	High	n/a	n/a	n/a

2021

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

Category	Percent of responses that are positive
1. High Expectations	92%
3. Relevance	73%
4. Rigour	81%
5. Effort	87%
6. Challenge	63%
7. Skill	64%
8. Intellectual Engagement	62%

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

Category	Percent of responses that are positive
▲	
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	71%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	54%
I often lose track of time because I am engaged by the learning in English / French Language Arts	56%
I often lose track of time because I am engaged by the learning in Science	73%
I often lose track of time because I am engaged by the learning in Social Studies	50%
I often lose track of time because I am engaged by the learning in Mathematics	66%

2022

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

Category	Percent of responses that are positive
▲	
1. High Expectations	92%
2. Support	78%
3. Relevance	65%
4. Rigour	80%
5. Effort	85%
6. Challenge	58%
7. Skill	73%
8. Intellectual Engagement	54%

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

Category	Percent of responses that are positive
▲	
8. Intellectual Engagement	
I often lose track of time because I am engaged by the learning in Arts (Visual, Music, Etc)	64%
I often lose track of time because I am engaged by the learning in CTS/CTF or Options	60%
I often lose track of time because I am engaged by the learning in English / French Language Arts	51%
I often lose track of time because I am engaged by the learning in Science	60%
I often lose track of time because I am engaged by the learning in Social Studies	38%
I often lose track of time because I am engaged by the learning in Mathematics	52%

Strategies: Advance Innovation and Design <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: Enhance and support teaching and learning strategies in French Immersion, FSL, and Spanish Second Language programs	Acceptable
Strategy 2: Cultivate innovation, creativity, inquiry & technological approaches to enhance learning experiences	Improving
Strategy 3: Maker-centered learning and CTF learning experiences	Improving

Areas of Strength:

- Enrollment in Makerspace complimentary course
- FI program continues to flourish with high enrollments.

Areas for Growth:

- Attendance in options.
- Utility of complimentary courses and the connection to competencies.

Next Steps:

- Skills Expo for CTF courses.

- Aligning teacher strength with specialty areas.

Strategies: Advance Learning for Transfer <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: Increase the understanding and use of high yield instructional tools and strategies in any learning environment, connecting the classroom learning to our community, our history, and our culture through activities and First Nations, Metis, and Inuit concepts.	Acceptable
Strategy 2:	
Strategy 3:	

Areas of Strength:

- Staff participated in System Learning Days focused on Learning for Transfer.

Areas for Growth:

- Connecting the classroom to the community.
- Making learning relevant.

Next Steps:

- Explore learning environments beyond the classroom.
- Explore flexible learning spaces within the classroom.

Goal 3 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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.	<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. The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. First Nation, Metis and Inuit families that are actively involved in educational decisions.
Goal 4 <i>Desired Result</i> Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	Outcomes <i>Measurable statements of what FSD seeks to achieve</i> 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	Indicators <i>Indicators of achieving outcomes</i> <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.

grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” [AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1](#)

- Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)
- Improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & 9)

Provincial Achievement Tests Gr. 6 & 9	English Language Arts		Math		Social Studies		Science		French Language Arts		
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

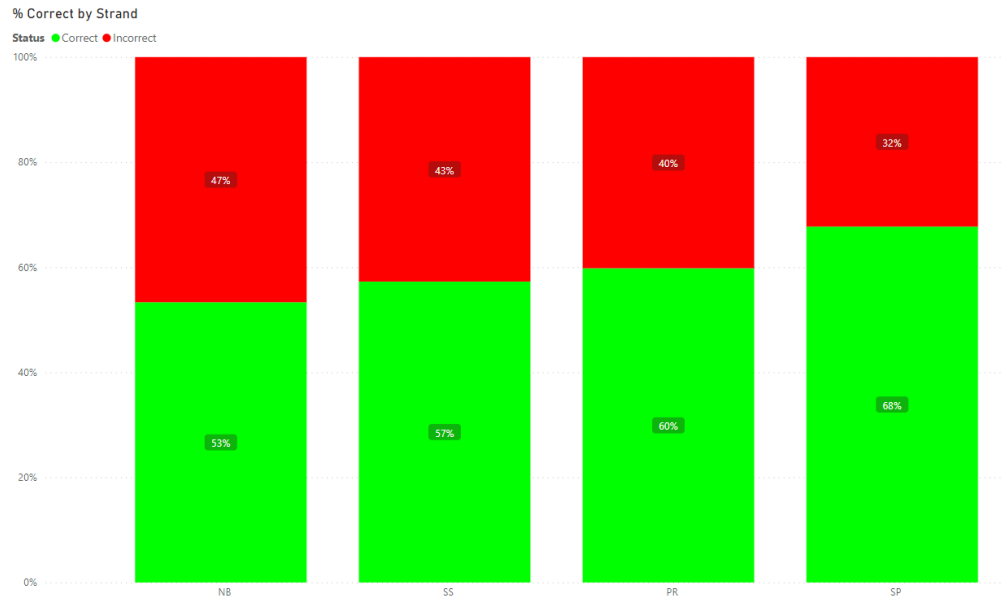
% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	100% *school did not complete due to closures	50% *school did not complete due to closures	50% *school did not complete due to closures
2020-2021	53%	73%	67%
2021-2022	49%	77%	72%
Evaluation	Very low	good	good



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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a
2021-2022	53%	60%	57%	68%
Evaluation	low	low	low	low



<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Develop collective capacity to incorporate instructional practices that honour traditional teachings, incorporating strategies learning in our lead team book study.</p>	<p align="center">good</p>
<p>Strategy 2:</p>	
<p>Strategy 3:</p>	

Areas of Strength:

- Continued willingness to learn and lead learning related to Indigenous foundational knowledge
- Continued willingness to ask questions and utilize Indigenous Learning Lead/Indigenous Learning Facilitator for guidance
- Including Land Acknowledgement in all formal events at the school

Areas for Growth:

- Continued knowledge and confidence in how to weave Indigenous Ways of Knowing throughout the curriculum
- Permeation/making connections to Indigenous Ways of Knowing throughout the curriculum

Next Steps:

- Create a student led group to lead and provide voice in how to weave indigenous ways of knowing within our school culture
- Bringing in elders, artists, dancers, drummers etc... in order to provide authentic and worthwhile cultural and learning experiences

Strategies: Advance 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: Continuous Improvement Cycles	improving
Strategy 2: High-yield teaching strategies	improving
Strategy 3:	

Areas of Strength:

- Commitment to rigor and excellence
- Dedicated teachers with experience and wealth of knowledge in content areas

Areas for Growth:

- Need specific structures on how we review and analyze student data, set goals, and measure their impact using the action research model
- Consistent use of high yield strategies to improve numeracy and literacy
-

Next Steps:

- Continued learning and collaboration in designing for conceptual understanding and learning for transfer
- Using Data/Evidence in PLTs to develop strategies/approaches to improve student learning outcomes
- Develop a common assessment calendar/schedule
- Manipulatives provided and encouraged to be used regularly in all classrooms
- PLTs to review multiple sources of data/evidence and determine strategies/approaches for Numeracy and Literacy focusing on deepening student understanding through transfer for learning and student engagement

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching,	<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.

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.”
[Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56](#)

- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.
- Teachers and leaders improve their professional practice in learning for transfer.
- Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Measures and Targets

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

Provincial

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

Local

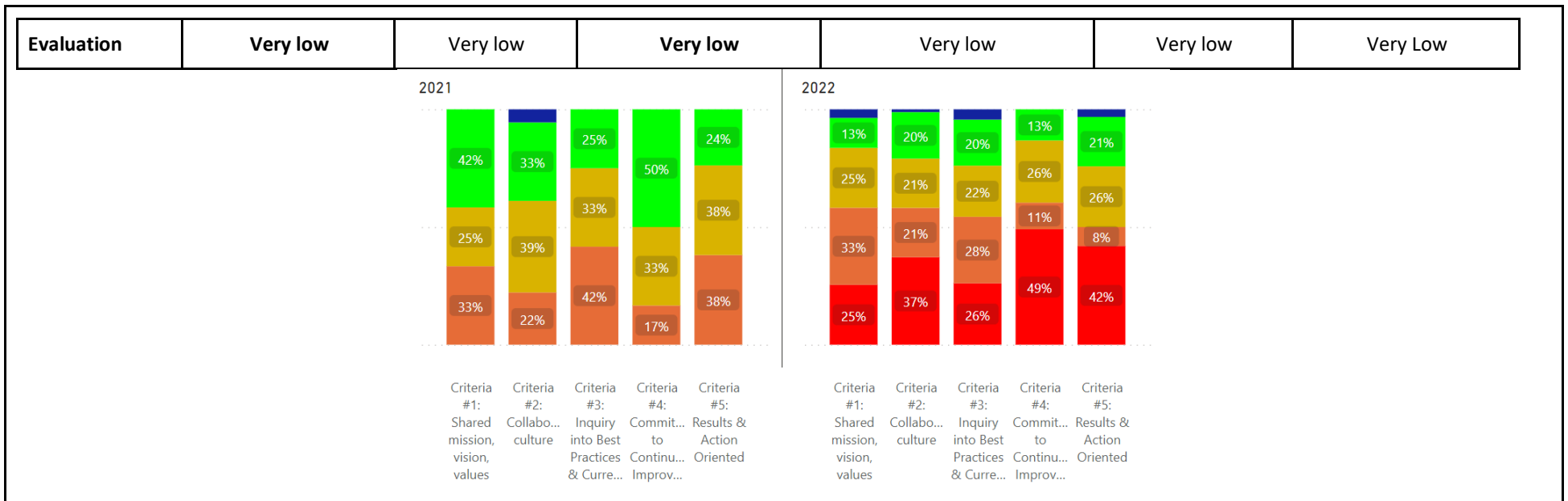
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective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

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	n/a	n/a	n/a	n/a	n/a	87.7%
2020-2021	42%	49%	25%	50%	24%	n/a
2021-2022	17%	21%	24%	13%	24%	71.2%



Strategies: Advance 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: Lead teachers and school leadership team	low
Strategy 2: Differentiated Professional Development	low
Strategy 3:	

Areas of Strength:

- Teachers have a strong desire for excellence and rigor
- Teachers value opportunities to collaborate
- Divisional and school leads communicating and collaborating to support other teachers
- Students indicate that teachers have high expectations for their learning, and the work is rigorous requiring sustained effort
-


Areas for Growth:

- Less than 50% students report feeling “flow” in their CTF classes
- Increase knowledge, understanding and support of the school’s shared mission, vision and values
- Provide opportunities for effective collaboration

Next Steps:




- Focus on innovative, authentic and worthwhile learning experiences for students in order to have more students in the FLOW range and reducing those reporting boredom, apathy or anxiety especially in CTF courses
- Creation of clear guidelines for success for CTF programming using the CTF Outcomes
- Opportunities for teachers to collaborate on how to properly assess the competencies
- Gather feedback from students on how CTF classes allowed for opportunities to plan, create, appraise and communicate and personal relevance to the course content
- Survey students to determine interest for options for them to explore interests, passions and skills while making personal connections to career possibilities

Engagement, Support, and Success for Each Learner in Foothills School Division

<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>Our Commitments for Optimum Student Learning</p> 	<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>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</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>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>

Governance		Teaching and Leading
<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>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Foothills School Division Goals and Strategic Plans 2021-2024

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
<p>Goal 1 Advance stakeholder engagement and communications</p>	<p>Strategic Plan Stakeholder Engagement and Communications</p>	<p>Goal 1 Advance wellness and well-being</p>	<p>Strategic Plan Wellness and Well-being</p>	<p>Goal 1 Advance innovation and design</p>	<p>Strategic Plan Innovation and Design</p>
		<p>Goal 2 Advance our continuum of support</p>	<p>Strategic Plan Continuum of Support</p>	<p>Goal 2 Advance literacy and numeracy</p>	<p>Strategic Plan Literacy and Numeracy</p>
		<p><u>Vision 2034: Prepared for the Future</u></p> 		<p>Goal 3 Advance First Nations, Métis, and Inuit student success</p>	<p>Strategic Plan First Nations, Métis, and Inuit student success</p>
Governance				<p>Goal 4 Advance learning for transfer</p>	<p>Strategic Plan Learning for Transfer</p>
<p>Goal 2 Advance evidence-based continuous improvement and assurance</p>	<p>Strategic Plan Continuous Improvement and Assurance</p>			Teaching and Leading	