



# Three-Year Education Plan

## & Annual Education Results Report

2016 - 2019

## Table of Contents

Message from the Board Chair & Superintendent .....	2
Accountability Statement .....	3
Foundation Statements .....	4
Division Profile .....	4
FSD Vision for Leading and Supporting Learning .....	4
Key Priorities .....	4
Divisional Goals .....	5
Trends and Issues.....	6
Division Highlights.....	8
Students: .....	8
Staff:.....	9
Measure Evaluation Reference .....	10
Combined 2016 Accountability Pillar Overall Summary .....	11
Strategies .....	12
Combined 2016 Accountability Pillar FNMI Summary.....	14
Outcome One: Alberta’s students are successful .....	15
Outcome One: Alberta’s students are successful (continued) .....	17
Outcome One: Alberta’s students are successful (continued) .....	19
Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.....	21
Outcome Three: Alberta’s education system is inclusive .....	24
Outcome Four: Alberta has excellent teachers, school and school authority leaders.....	26
Outcome Five: The education system is well governed and managed.....	28
Future Challenges .....	30
Summary of Financial Results .....	31
Budget Summary .....	32
Capital and Facilities Projects .....	33
Summary of Facility and Capital Plans .....	34
Parental Involvement.....	35
Timelines and Communication .....	36
Whistleblower Protection .....	37

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## Message from the Board Chair & Superintendent

Student learning and preparing our students for future success is at the very core of our work in Foothills School Division (FSD).

In this Three Year Education Plan (3YEP)/Annual Education Results Report (AERR), you will see that several overall measures related to student learning and achievement in FSD remained strong, or improved last year, according to provincial assessment results for the 2015-2016 school year. Among them: safe and caring schools; program of studies; high school completion rate; very low dropout rate; education quality; Provincial Achievement Test (PAT) Acceptable level; Diploma Exam (DIP) Acceptable level; work preparation; citizenship; parental involvement; and continuous school improvement.

As an organization dedicated to continuous growth and improvement in student achievement, we invest a lot of effort in evaluating data with our schools to identify focus areas for improvement in the year ahead at both the system and individual school levels. Priorities for this year include:

- Increase PAT and diploma exam results in the excellence category; and
- Increase overall diploma exam participation rate (4+ exams);
- On PATs, increase the standard of excellence level attained at both the grade 6 and 9 levels;
- Improve student achievement in high school Math and Science courses; and

There are also several other factors that contribute to student achievement, such as:

- High quality staff and excellent teaching. In this regard we provide our staff with ongoing, strategic professional development aimed at improving student learning and success; and
- A continuing focus on ensuring safe, caring and inclusive learning environments;
- Communicating openly and engaging often with parents regarding their child's progress.

We want to thank our staff, parents and students in Foothills School Division for their ongoing efforts to improve student learning across the division.

We also want to assure parents that every decision – whether it concerns classroom teaching and supports or transportation – is made through the lens of how it will improve student learning and success. We look forward to continuing to work in partnership with school families to provide their children with a high quality education and prepare them for their future as contributing members of society and exceptional citizens.

*Christine Pretty*  
*Chair, Board of Trustees*  
*Foothills School Division*

*John Bailey*  
*Superintendent of Schools*  
*Foothills School Division*

## Accountability Statement

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for Foothills School Division No. 38 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015-2016 school year and the Three-Year Education Plan for 2016-2019 on December 7, 2016.

A handwritten signature in black ink, appearing to read 'CPretty', with a long horizontal stroke extending to the right.

Christine Pretty  
Chair, Board of Trustees  
Foothills School Division

## Foundation Statements

FSD's Board of Trustees reviews its foundational statements – Mission, Core Values and Guiding Principles – on an annual basis and revises them as required. To view, please visit <http://www.fsd38.ab.ca/Mission.php>.

## Division Profile

To learn more about FSD please visit <http://www.fsd38.ab.ca/About.php> or contact our Communications Manager at 403-652-6502 or [communications@fsd38.ab.ca](mailto:communications@fsd38.ab.ca)

## FSD Vision for Leading and Supporting Learning

Foothills School Division (FSD) focuses on improving learning for ALL students by immersing them in an environment that commits to intellectually engaging each learner and promotes healthy relationships among all stakeholders. As a Division we strive to leverage the research in education to advance “Best Teaching Practice” in the following areas:

- Understanding and implementing the curricula;
- Embedding quality assessment;
- Infusing technology effectively into well designed instruction; and
- Ensuring a systemic and purposeful response to intervention for students requiring assistance.

Our culture remains focused on learning at all levels of the system through collaborative, action-oriented professional learning teams and building capacity through distributed leadership development across the organization.

Our Divisional Goals **are focused on achieving the key priorities of the board**

## Key Priorities

**Priority One:** Ensure broader access to consistent and high quality learning for all students.

**Priority Two:** Establish system-wide excellence in teaching and leadership.

**Priority Three:** Ensure that all students learn at high levels and are held to high standards.

**Priority Four:** Establish system-wide capacity to engage parents and the broader community as partners in promoting, supporting and informing educational excellence.

## Divisional Learning Goals

- **Goal One** - Students will develop the skills, knowledge and attitudes to achieve personal excellence.
- **Goal Two** - Student success through safe, caring and welcoming learning environments.

Throughout the remainder of this plan, you will see significant alignment between Foothills School Division's vision, goals and strategies as we use the following graphic as a lens for continued improvement.



## Trends and Issues

- Foothills School Division is in the preliminary stages of construction on a new K-9 school in the recently annexed NE area of Okotoks. The school will begin construction in 2017 and we are excited about the growth and opportunities that this will afford to students and the community. École Foothills Composite High School modernization work started in 2016 and is slated to be completed in 2018. This will bring the current school up to current building code and provide upgraded learning spaces so that students are better able to realize the benefits of these changes.
- We have seen a significant increase in the number of students in our division with diverse learning needs. Of particular significance is the number of students requiring supports for their mental health and wellbeing. Unfortunately provincial funding for the very successful Hearts and Minds program that supported resiliency and recovery for students and their families in High River was discontinued. The effect of this have been felt in the division and in particularly the High River community. Foothills School Division continues to reach out to other ministries to partner and support our students and staff in this area. In addition, we are continuing to build the capacity across the system through a continuum of supports and services to ensure these students have opportunities to be successful. This year we added a new program to support students that require very individualized supports for their mental health and behavioural needs in a smaller class setting
- Challenges in the areas of operations and maintenance, particularly in maintaining high quality learning environments in some of our older buildings.
- Technology continues to provide both challenges and opportunities for all of our stakeholders. Significant resources have been put into developing infrastructure to support the ever-growing number of devices connecting to our network.
- FSD provides high quality professional development for teachers. Our focus continues to be on designing engaging learning for students through real, authentic relevant learning opportunities, providing differentiated instruction as well as quality assessment practices. Our System Learning Days have focused on utilizing high quality teaching approaches to provide all students with opportunities to reach personal excellence. We also support ongoing and high quality professional development for support staff, including a dedicated learning day to ensure capacity building in all roles in the division.
- In 2015/2016 enrolment growth continued with a 1.5% growth rate. Okotoks continued to experience the most enrolment growth as such most of FSD's Okotoks schools are operating at or above their capacities. The beginning of the 2016/2017 school year has been flat with slight decreases in some of the rural schools in the Division. Still, Okotoks and High River both experienced slight enrolment increases.
- For the 2016-2017 school year, FSD continued to hire new staff into the district including 8 new-to-the-profession teachers.

- Four school administrators were new to their school or new-to-FSD in 2016-2017.
- The Provincial Government is currently involved in negotiations with the Alberta Teachers Association, after which time we will be negotiating with our teachers' Local. We are also working with our support staff groups towards finalizing new contracts

### Accomplishments:

- Foothills School Division has been part of *Moving Forward with High School Redesign* (MFWHSR) for three years. Our high schools work collaboratively to ensure that each school, though at different entry points of MFWHSR, share best practice, challenges and ideas to support the success of each school. Foothills School Division has been recognized as a leader in this exciting initiative by Alberta Education and has been asked to share our work through provincial meetings and resource sharing opportunities across the province.
- The Board of Trustees believe in and support innovation in learning. They believe innovation happens at the classroom and school level. With this in mind they have decided to initiate the Classroom Innovation Program Initiative (CPIP), they have set aside \$1,000,000 for a five year period to support grassroots action research projects led by teachers, students and or parents that demonstrate innovative ways to improve learning outcomes for students. The first projects will begin in January 2017.





## Division Highlights

Foothills School Division is proud of its students, schools, and staff and the many accomplishments we have to celebrate throughout the school year. Following are some highlights from the 2015-2016 school year.

### ***Students:***

Okotoks resident Cole W. completed his high school graduation requirements through FSD's Summer School and received the inaugural Donald S. Ethell Youth Award from the Lieutenant Governor's Circle on Mental Health and Addiction. Lieutenant Governor Lois Mitchell and Colonel (Ret'd) the Hon. Donald Ethell presented the award to Cole.

École Secondaire Foothills Composite High School grade 12 student Richard W. and grade 11 student Joshua S. won Gold in TV and Video Production at the Regional Skills Canada Competition at SAIT. The event featured high school and post-secondary students from across Alberta, competing in trade and technical events, ranging from auto repair to welding, graphic design to baking. Students specialize in one event area and must complete a project that has been designed by experts in the field. These students went on to compete in the National Competition in New Brunswick.

A team of grade 5/6 C. Ian McLaren students won an overall Silver Award at the APEGA Science Olympics held annually in Calgary. Under the guidance of teacher Jason A., students J.B., Makayla B., Ryan N., Connor P., Sven G., and Umar Z. took part in three challenges over the course of the morning: "build it at home" where they used hydro power to lift a specified amount of weight.

FSD students Mya J. (Elementary) and Emily P. (Junior High) were nominated for the 21st Annual Leaders of Tomorrow Awards, which recognize students exhibiting leadership, dedication and excellence in any field of volunteer work.

French Immersion students attended the Future national forum at the University of Calgary where they participated in a variety of workshops including law, African dance, and leadership. Skylar V., a grade 12 student at ÉSFCHS/AHSFA served as one of the two Masters of Ceremony in her capacity as National Youth Ambassador for the Future for Southern Alberta. This marks the fifth year FSD students have participated in this national forum as well as the fifth year teachers Christa Finch and Christie Jensen have served on the planning committee.

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## Staff:

Bus Driver Lisa W. had dropped off her last student in the Millarville area and was heading to pick up Oilfields School students when she noticed what she initially thought was mist coming from a ditch. Thankfully she investigated and discovered fire and sparks coming off a power pole. She grabbed the bus fire extinguisher and went to work putting out the fire – thereby preventing a potentially large grass fire – while the mother of the last student she had just dropped off called the fire department. Lisa remained at the scene until the Priddis fire department arrived, while fellow Millarville area driver Wendy Arkes pitched in to finish Lisa's bus route. Quick thinking and teamwork has earned Lisa the Alberta Student Transportation Advisory Council – Bus Driver of the Year Award.

The Alberta Teachers Association honoured Longview School Principal Chet M. with the Distinguished Leadership Award.

Highwood Mustangs coach Bill Y. was inducted into the Alberta Schools' Athletic Association (ASAA) Hall of Fame on May 12th at the ASAA Gala in Edmonton.

Facility Services Grounds Keeper Ryan K. successfully participated in the Calgary Firefighter Stairclimb Challenge. Ryan, a Squad Leader with the Okotoks fire department, set a new personal best time of just over 23 minutes climbing the 54-storey Bow Tower in full firefighting gear. The event raised more than \$179,000 for Wellspring Calgary to support firefighters and other citizens living with cancer.

Athletic Director Dawn B. earned École Senator Riley Middle School the distinction of being the "Most Active & Healthy School in Alberta" by the 60 Minute Kids' Club and were honoured at Canada's Sports Hall of Fame.



# Measure Evaluation Reference

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Foothills School Div No. 38			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.6	89.5	89.4	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	85.1	83.9	84.0	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	89.2	89.4	89.2	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	1.9	1.5	2.4	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	86.6	84.0	82.7	76.5	76.5	75.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	76.1	74.0	73.4	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	15.6	14.5	14.3	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	86.8	87.2	86.5	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	14.4	17.8	17.4	21.0	21.0	20.5	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	50.6	43.9	46.4	54.6	54.4	53.5	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	68.8	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	52.7	52.2	53.0	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	80.8	79.6	78.0	82.6	82.0	81.1	High	Improved	Good
		Citizenship	83.1	82.6	82.2	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	81.6	81.6	81.1	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.8	79.1	79.6	81.2	79.6	80.0	High	Maintained	Good

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Foothills School Division (FSD) has continued to show growth and improvement in a number of key areas in provincial Accountability Pillar measures. FSD exceeds the provincial average in 8/16 of the key measures. Of particular note is our low drop rate and our High School Completion rate (which exceeds the province by 10%). These two measures are two of the most important factors for life long success for students. FSD provides safe, caring schools as well as a high quality program of studies. We continue to see growth in Provincial Achievement Test (PAT) achievement rates in the acceptable category (76.1%) and exceed the provincial average of students receiving Acceptable in Diploma exams. FSD has also remained strong in the Rutherford Scholarship attainment rate. We are pleased to see the percentage of students writing four or more diploma exams improving this year. This was of particular concern last year and all high schools targeted this as an area of improvement. We are not pleased that our students continue to perform below the province in the Excellence category in both Provincial Achievement Test and Diploma Exams. We believe that a continued and focused emphasis on literacy and numeracy, and a focus on high yield learning strategies will support an increase in this category. In addition we are continuing to build the capacity of our teachers to design learning that provides students with opportunities for achieving personal excellence.

## **Strategies**

- Support the capacity of schools to leverage data informed decision making to improve levels of excellence. Identify and organize key leading data in benchmark, diagnostic and progress monitoring assessments to inform instruction and intervention.
- Support a collaborative learning culture through Professional Learning Communities (PLCs) where classroom teachers focus on student data to inform teaching and instructional design for **student competencies** as outlined in the *Ministerial Order on Student Learning* (<https://education.alberta.ca/departement/policy/standards/goals.aspx>).
- Ensure schools are developing collaborative partnerships with all stakeholders.
- School Improvement plans for each school have been streamlined to focus on two to three key goals that align with board and division priorities and goals.
- A Support Team has been assigned to each school. This team consists of one superintendent and at least one member of District Learning Services team. This team meets with school administration at least once every 5 weeks to discuss school improvement and growth and to provide timely and continued support to school teams.
- Support the development of intervention systems to ensure students attain grade level in literacy and numeracy (continuum of supports).
- Build capacity of all staff in all schools through collaborative modelling, problem solving, professional development sessions and collective efficacy.

- 
- Continued implementation of Levelled Literacy Intervention to ensure students have the literacy skills to be successful in high school.
  - A focused approach at a number of schools on reading and writers workshop to support our emphasis on literacy achievement.
  - All High schools are focusing on the pillars of High School Redesign to ensure success for all students and to continue to improve high school results.
  - Continued growth of distributed learning opportunities such as HUB and Summer School so that students have a variety of avenues to complete and excel in high school courses.
  - Full implementation of CLEVR (Inclusive Learning Plan software) to ensure all students have the necessary supports and instructional strategies to succeed. This includes the English Second Language (ESL) benchmarks.
  - Action Research cohort will explore how to design and assess cross-curricular competencies to improve academic achievement and intellectual engagement.
  - Addition of more Instructional Coaches to better support teachers with designing for understanding, quality assessment practices and high school redesign.
  - Progressive Discipline Continuum for each school have been developed to support schools in a common understanding of positive behavior supports. A continued emphasis and capacity building on using tools such as Restorative Practice to support a safe and caring school environment.
  - Highlight key high yield approaches to support student learning. Provide opportunities for staff to collaborate (in PLCs) around designing learning utilizing this high yield approaches.

## Combined 2016 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Foothills School Div No. 38 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.1	2.9	5.4	6.1	7.0	7.2	High	Maintained	Good
		High School Completion Rate (3 yr)	81.3	54.3	64.7	50.2	47.7	46.4	High	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	66.0	60.2	48.2	52.4	52.1	52.8	Very Low	Improved	Issue
		PAT: Excellence	7.2	4.4	4.6	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.9	75.0	75.4	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	5.7	3.1	3.3	10.0	9.5	9.4	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	22.2	27.2	31.4	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	25.0	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	41.5	30.6	28.1	33.5	33.0	33.3	Low	Maintained	Issue

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

See Pages 21-23 for an analysis and strategies to support First Nations Students.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.1	77.3	72.8	74.0	76.1	76.0	Intermediate	Improved	Good	76.5	77.0	77.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.3	16.2	14.2	14.5	15.6	17.0	Intermediate	Maintained	Acceptable	18.0	18.5	19.0

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Foothills School Division believes that every student must be encouraged, supported and held to high expectations in order to achieve excellence. Provincial achievement results indicate students at the Grade 6 and Grade 9 level show continued improvement in achieving acceptable level relative to provincial standards and our target for the acceptable category was achieved this year. However, our students still trail the provincial standard of excellence rate and although we improved we did not reach our target for excellence rate for 2016. We are continuing to focus on ensuring that teachers have the ability to design learning that supports students learning at high levels and supports their opportunity to achieve personal excellence.

As part of our focus on continued improvement, we will target literacy instruction and intervention as well as develop a benchmark assessment for numeracy. Through continued high quality instruction on the knowledge, skills, understanding and attitudes at all grade levels, we will raise the rate of students achieving the standard of excellence.

### Strategies

- Through a variety of instructional programs FSD will sustain the emphasis on the development of strong literacy and numeracy skills, which are vital to student success in school, work and life.
- FSD will support and make visible strategies and support to develop a strong foundation in literacy and numeracy throughout the continuum.
- The Reading Readiness Screening Tool will be administered to all at-risk students early in grade one so that targeted interventions are put in place for the development of identified components of reading.



- Use of literacy benchmark assessment to flag students for further diagnostic assessment and intervention.
- Implementation of the Early Years Evaluation-Teacher Assessment (EYE-TA) tool, district wide, provides early identification of developmental areas requiring attention in kindergarten students that both teachers and parents can support through intervention and growth.
- Development of an FSD Reading Intervention Continuum document has been completed. Strategies to support reading at the universal, targeted and individualized level are supported by Learning Coaches division wide.
- The Fountas and Pinnell Levelled Literacy Program is now being implemented throughout the division to support reading intervention for students that are struggling.
- Full implementation of CLEVR (Inclusive Learning Plan software) to ensure all students have the necessary supports and instructional strategies to succeed. This includes English Language Learner (ELL) benchmarks.
- Focus on reducing barriers from the onset (Universal Design for Learning) with a focus on assistive technology, using tools supporting text to speech, speech to text, word prediction and visual thinking tools.
- Literacy interventions for students requiring individualized supports and/or Augmentative Communication is supported through the Tri-Region Collaborative and Regional Collaborative Service Delivery Model.
- FSD will provide opportunities during system and school-based learning days to build capacity around literacy and numeracy instruction and intervention/enrichment.
- Instructional Coaches will support capacity building of teachers in their design of quality instruction in literacy and numeracy at the universal level specifically around 7 Cognitive Strategies to improve reading comprehension in all learners and within all content areas.
- Develop a common understanding of literacy, numeracy, critical thinking and knowing how to learn.
- System Learning Days will continue to focus on high quality teaching approaches that positively impact on student learning and support students achieving personal excellence.
- Hiring of a new French Immersion Learning Coach/Facilitator (recommendation of FSD 2015 Review of French Immersion Programs) to build the capacity of French Immersion teachers in language and French Immersion pedagogy.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.4	86.7	85.8	87.2	86.8	87.5	High	Maintained	Good	87.5	88.0	88.50
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.5	17.0	17.0	17.8	14.4	19.50	Intermediate	Declined	Issue	19.50	20.0	20.5

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.5	80.0	84.0	84.0	86.6	85.0	Very High	Improved	Excellent	87	87.5	88.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	2.5	3.1	1.5	1.9	1.2	Very High	Improved	Excellent	1.0	0.8	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.0	53.8	52.9	52.2	52.7	57.0	Intermediate	Maintained	Acceptable	56.0	57.0	58.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	68.8	68.0	n/a	n/a	n/a	69.0	70.0	70.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.2	48.8	34.4	43.9	50.6	52.50	Intermediate	Improved	Good	53.0	53.5	54.0

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Foothills School Division is very pleased that results show that we exceed the province in High School Completion Rate and our Drop Out Rate remains low. All high schools put an emphasis on improving the percentage of students that are writing four or more exams this year and we are pleased to see this rate is improving. All of our high schools are now part of Moving Forward with High School Redesign and the work of this project has helped to support our improvement in high school completion. Some highlights from specific course results include:

- English Language Arts 30-2 surpassed the provincial average at both the acceptable level (FSD 93.2%; Prov. 89.1%) and excellence level (FSD 14.5%; Prov. 12.3%)
- Mathematics 30-2 surpassed the provincial average at both the acceptable level (FSD 79%; Prov. 75.4%) and excellence level (FSD 22.4%; Prov. 16.8%)

- Biology 30 results at both the acceptable and excellence levels improved from the three year average results for FSD (Acc. from 83.2% to 86.4% and Exc. from 27.1% to 28.2%)
- Chemistry 30, Physics 30 and Science 30 results at the acceptable level improved from the three year average results for FSD:
  - Chem. 30 from 75.8% to 78.3%
  - Physics 30 from 74.2% to 85.5%
  - Science 30 from 73.2% to 82.3%

One of our areas of focus for this year (2016-17) will be students achieving Excellence in Diploma Exams. We have lagged behind the province for several years and were very concerned to see a drop in this measure in 2015-16. All high schools will be focusing on rigor and students achieving personal excellence over the course of the school year.

### Strategies

- All high schools in Foothills School Division are now part of Moving Forward with High School Redesign and are focusing on the building capacity of staff to implement the nine pillars of High School Redesign.
- Professional Development for staff during System Learning Days focuses on flexible learning environments, rigor and relevance in learning and developing positive relationships with students.
- High School Administrators meet regularly in Administrators PLC or during High School Administrators meetings to share best practice and support each school in achieving the outcomes of High School Redesign.
- Instructional Coaches and Administrators are supporting the growth of Professional Learning Communities within high schools to support teachers in improving outcomes in student learning.
- Diploma preparation courses are going to be offered at the school level (during Flex) or by June 2017 at the division level (open to students who wish to register).
- Schools are developing better structures to support students in their mental health, wellbeing and behavioural needs. Success coaches, learning coaches and counsellors are providing programming such as mental health literacy; Fourth R – Healthy Relationships; Mindfulness and dealing with anxiety and depression to at the universal, targeted and individualized level.
- An emphasis on Restorative Practices and other programs have resulted in a significant drop in out of school suspensions (down 30%). This ensures that students remain in school and are available for learning. We will continue to support schools in developing their skills and tools in Positive Behaviour Supports.
- Continue to offer flexible learning opportunities through HUB blended learning courses (online and face to face support) as well as an alternative high school setting (Cameron Crossing) for students who need such flexibility for success.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.8	82.7	81.4	82.6	83.1	84.0	Very High	Improved	Excellent	85.0	86.0	87.0
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.	76.2	76.9	77.6	79.6	80.8	81.0	High	Improved	Good	82.0	83.0	84.0

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning	64.4	63.9	62.6	65.1	66.6	67.0	n/a	n/a	n/a	68.0	69.0	69.5

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Foothills School Division continues to have a culture where students and staff take an active role in their communities. Students have the opportunity to engage in meaningful learning opportunities with a focus on solving real life problems and preparing them for the world of work when they finish high school.

Student success through safe, caring and welcoming environments for all students is one of our key divisional goals. All schools have developed a Student Code of Conduct and a Progressive Discipline Continuum to ensure that all students feel safe and are supported in developing behaviours and attitudes that support their readiness and ability to learn.

We continue to support, through professional development and the work of the Learning Services team, a focus on competencies and curriculum in all grade levels. All schools have aligned their schools goals to meet the divisional goal that students will be the skills, knowledge and attitudes that so that they may achieve personal excellence.

### Strategies

- Strategic focus on safe, caring, inclusive schools that include concentrating on the competencies that support student success.
- Schools develop a Student Code of Conduct and a Progressive Discipline Continuum to support student achievement and behaviour.
- A Division wide policy on Welcoming, Safe Caring and Inclusive and Respectful Learning Environment has been developed and is now implemented in every school..

- Each school embeds the teaching of character development and social emotional learning at all grade levels through a variety of programs (e.g. Leader in Me; Characteristics of Effective Learners; Zones of Regulation; Mind Up).
- All school administrators and Family School Liaison Counsellors have received training in Restorative Justice Practices to support culture building at each school.
- Strategic focus on designing learning to ensure students have the necessary competencies to be successful citizens who are prepared for the world of work.
- Ensure all schools have the capacity to deliver the new CTF/CTS curriculum to ensure students demonstrate and understanding of the opportunities in the world of work and or post-secondary that they might explore upon completion of high school.
- A district wide Student Advisory Committee (Students' Matters) meets twice a year to provide advice and input in the direction and programs offered in Foothills School Division.

## Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.2	76.3	36.2	60.2	66.0	65.0	Very Low	Improved	Issue	67.0	68.0	69.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.1	16.3	4.7	4.4	7.2	10.0	Very Low	Maintained	Concern	10.0	12.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	69.4	77.8	75.9	75.0	84.9	81.0	Intermediate	Maintained	Acceptable	85.0	85.5	87.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.1	9.3	3.4	3.1	5.7	11.0	Very Low	Maintained	Concern	10.0	11.0	12.0

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	56.1	62.5	77.1	54.3	81.3	81.0	High	Improved	Good	82.0	83.0	84.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	1.0	5.7	7.5	2.9	3.1	2.0	High	Maintained	Good	1.9	1.6	1.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	36.1	26.7	27.1	30.6	41.5	52.0	Low	Maintained	Issue	52.0	53.0	54.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	25.0	46.0	n/a	n/a	n/a	46.0	48.0	49.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	28.1	35.7	20.3	27.2	22.2	40.0	Very Low	Maintained	Concern	40.0	41.0	42.0

### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

FSD's mission statement is focused on meeting the needs of ALL students. As a result, FSD structures programs that are sensitive, inclusive and respecting of the diversity of all students in our division. The current First Nations, Métis and Inuit population in FSD is 233 students, an increase of 9 students from the previous year. It is important to note that this represents approximately 2.8% of the total population of students in FSD. Accordingly, due to the small numbers, results can vary widely from year to year, particularly in high school based results. This year we did meet and exceed our targets that students in grade 6 and 9 would achieve acceptable rate in provincial exams. We also improved in the number of students that are achieving acceptable in Diploma results. We will continue to focus on providing high quality education programs to ensure each child reaches their personal level of excellence. High School Completion rates for First Nations students remain strong however we have put supports and strategies in place that will hopefully raise completion rates even higher in 2017.

Foothills School Division has entered into a Collaboration and Capacity building Project with Stoney Nakoda Education Authority. Through this project we will focus on collaboration for the success of First Nations Children as well as shared capacity building between our staff. We will continue to develop the capacity of all of our teachers to embed First Nations, Métis and Inuit culture into the curriculum through professional development and collaboration with our First Nations community and elders.

Last school year our FNMI Success Connector worked directly with indigenous and non-indigenous students to build relationships and positive connections with the community. The students at Oilfields High School produced films such as, "Reconciliation through the Eyes of Youth". Working together on this project built friendships that are lasting today. A screening at the school brought representatives from Eden Valley Stoney Nation and residents and students together. All who attended shared how impactful this project was on building bridges in their community.

All students and staff at Oilfields High School have participated in the "Blanket Exercise" to develop an awareness and understanding about the history of residential schools.

### Strategies

- Implementation of the Early Years Evaluation-Teacher Assessment (EYE-TA) tool to provide early identification of developmental areas requiring attention in kindergarten students that both teachers and parents can support through intervention and growth.
- Tracking of interventions to ensure they are having a positive impact on student success.
- Learning Coaches, First Nations, Métis and Inuit Success Coach, Instructional Coaches, and counsellors are deployed at Longview School and Oilfields School to provide support for academic achievement as well as the social emotional wellbeing of First Nations, Métis and Inuit students. Success will be tracked and monitored at regular intervals through school based literacy data, Annual Education Results Report (AERR) and *Tell Them From Me* survey results.
- Regularly scheduled meetings between principals of Chief Jacob Bearspaw, Oilfields Junior Senior High School and Longview Schools to discuss opportunities for collaboration for staff and students.
- Open communication between administrators from FSD and Chief Jacob Bearspaw to support the transition of students back and forth between our two divisions.

- Schools are required to create safe, caring, welcoming and inclusive environments, which are respectful of culture, histories and diversity, and hold high expectations for the success of First Nations, Métis and Inuit students.
- Attendance will be carefully tracked. School administrators and the Success Coach will follow up with absent students to help eliminate barriers that may cause a lack of attendance. Success Coach regularly communicates with parents to offer support in attendance matters.
- Schools with a First Nations, Métis and Inuit population are implementing a school-wide focus on literacy and numeracy for these students. Data is being tracked through benchmark assessments, learner profiles and AERR results.
- The division will provide flexibility in programming and course completion (e.g. course completion through the HUB, online and blended coursework) to support and improve the high school completion rate for First Nations, Métis and Inuit students. Student progress in these courses is tracked and monitored by teachers of HUB courses. Early identification of students who are struggling is accomplished and supported.
- Administrators and the First Nations, Métis and Inuit Success Coach will facilitate community engagement sessions to share data on student results and experiences. Feedback from parents, elders and community members will be collected and addressed.
- FSD will ensure that a continuum of supports is available to all students according to their needs in the areas of social-emotional learning, behaviour and academics. Success is tracked through school based data (Fountas and Pinnell benchmarks, school based data, office referrals, etc.), and provincial test results.
- FSD will provide opportunities during system and school based learning days to build capacity on effectively embedding First Nations, Métis and Inuit content into courses.
- Building awareness through our FNMI Success Connector by engaging in activities such as the awareness of First Nations perspectives, traditions, ceremony and cultural awareness.
- Meet with Stoney Elder to support building relationships with trustees, leadership and staff
- Stoney Elder works with Outdoor Education Teachers to infuse FNMI history and perspective in Outdoor Education programs.



## Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement 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.	89.2	89.6	89.0	89.5	89.6	90.0	Very High	Maintained	Excellent	90.0	90.6	91.0

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Foothills School Division prides itself on being a culture of inclusiveness. One of the priorities and goals of our division is to ensure that every school is a safe, caring and inclusive learning environment. We are committed to ensuring that every child has the necessary supports and is given the utmost opportunity to succeed in their learning. We continue to develop our district and school based continuum of supports and services to provide necessary interventions and supports.

### Strategies

- Implementation of our district policy that clearly addresses our expectations for safe, caring and inclusive schools, addressing such issues as bullying, disability and human rights issues.
- Support collaborative PLCs that focus on student data to inform teaching and instructional design for [student competencies](https://education.alberta.ca/departments/policy/standards/goals.aspx) as outlined in the *Ministerial Order on Student Learning* (<https://education.alberta.ca/departments/policy/standards/goals.aspx>).
- Support the development of intervention systems to ensure students have the necessary support for their academic and social-emotional needs through the universal, targeted and individualized points of the continuum.
- Support the development of measures in assessing safe, caring and inclusive schools.
- Support the capacity building of all staff in all schools through collaborative modelling, problem solving, professional development sessions and learning together.
- Support the capacity building of all staff in schools through the development of a common language including culture and climate, explicit teaching of social-emotional competencies, ensuring these components are embedded within the curriculum, and that collaboration with parents and community partners is developed.
- Support the capacity building of staff by introducing resources to support social-emotional well-being. Focus on key social-emotional curriculums to support the development of social-emotional competencies (i.e. Zones of Regulation, Mind Up, 4<sup>th</sup> R, and Mental Health Literacy Curriculum).

- Engagement in the understanding and implementation of Restorative Practices and Restorative Justice.
- Development of individualized supports through alternative programming. In addition to our online blended learning offerings through the HUB, students who require an alternative setting for high school can attend our outreach school, Cameron Crossing.
- For students that require a higher level of intervention and support for their mental health needs we have developed a new program in partnership with HULL Services and through support of the RCSD Tri Region Partnership.
- A project in partnership with United Way of Okotoks supports the work of a Success Connector – Family School Liaison Counsellor in our Foothills Composite High School. The Success Connector works with students who require a plan and specific support to address a behavioural, academic or social barrier that is impeding their progress to successful high school completion.
- Building staff capacity in the area of mental health through Go to Educator and a basic foundational knowledge in trauma informed practices.
- As a member of Bow River RCSD we collaborate with Human and Health Services to provide mental health and rehabilitation services to our children, youth and families.
- We continue to build more partnerships with key outside agencies to ensure a safe, caring and welcoming environment for all students (i.e. Hull Service , CONeX,(Tri region Partnership, Foothills Children’s Wellness Network)
- Foothills School Division is part of the collaboration of the Inclusive Education Partnership which includes parent and family representation as well as other outside agencies

## Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.8	84.8	83.2	83.9	85.1	85.0	Very High	Improved	Excellent	85.50	86.0	86.50

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Parents, students and staff continue to indicate satisfaction in the quality of education and opportunities for students in FSD. A broad range of programming and opportunities for students, such as drama, athletics, music, languages, specialized sports programs (e.g. FSD Sports Academy, Hockey Canada Skills Academy), etc., are available across the division. FSD is a “learning culture” and has systematically embedded professional development for all staff. We are proud of our school and system leaders who work collaboratively to ensure every student in FSD is supported and successful in their learning.

### Strategies

- Support a collaborative learning culture through Professional Learning Communities (PLCs) where classroom teachers focus on student data to inform teaching and instructional design for [student competencies](#) as outlined in the *Ministerial Order on Student Learning* (<https://education.alberta.ca/departments/policy/standards/goals.aspx>).
- Ensure schools are developing collaborative partnerships with all stakeholders.
- Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- Continue the mentorship programs in place for school leaders and teachers who are new to FSD.
- Promote excellent teaching and leadership practices to support student achievement.
- Expand opportunities that create personalized, student-centered approaches to help students be successful in learning.
- Develop and provide supports for the application of competencies across subject areas that are based on a strong foundation of literacy and numeracy.
- New Learning Coach capacity building around coaching and supporting a continuum of supports with a focus on literacy.

- Learning Coach/Administration meetings focused on collaboration in building a strong continuum of supports which includes a strong focus on collaboration, assessment and high yield approaches and interventions.
- Family School Liaison Counselors building capacity of teachers and administration around trauma informed practices and the development of social emotional competencies.
- Addition of more Instructional Coaches to better support teachers with designing for understanding, quality assessment practices and high school redesign.
- Enter into a learning/research project with the University of Lethbridge to support the upcoming implementation of the new Principal Quality and System Leader Standards.

## Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	79.8	79.7	79.9	79.1	79.8	81.0	High	Maintained	Good	82.0	83.0	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.4	81.2	80.3	81.6	81.6	82.0	High	Maintained	Good	82.50	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	89.4	89.0	89.4	89.2	90.0	High	Maintained	Good	90.50	92.0	92.5

### Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Comment on Results

Foothills School Division continues to improve in this area and exceed several provincial benchmarks. As a system we are committed to having active community engagement and ensure that parents see themselves as partners in their child's education. We also involve the feedback from our teachers in addition to regularly scheduled meetings with our union representatives, we have a Teacher Advisory Committee that provides insight and advice on divisional work and priorities.

### Strategies

- An advisory committee consisting of teachers, parents, system leadership and board member representatives will review the reporting requirement and tools for student reporting, and recommend improvements as identified. A pilot project to research and trial a new tool for student reporting for K-9 has been implemented for the 2016-17 school year.
- The Inclusive Learning Plan (ILP) in CLEVR will be utilized as a tool to engage parents as partners in decision-making regarding collective academic and social-emotional strategies and goals.
- FSD will continue to engage and inform the community through a variety of methods.
- FSD, as a partner with the Bow River Regional Collaborative Service Delivery Model, will continue to build strong partnerships with Health, Human Services and other agencies to ensure that students and their families receive the supports they require for success in learning.
- Foothills School Division is part of the collaboration of the Inclusive Education partnership with includes parent and family representation as well as other outside agencies.

- FSD, as a partner with the Foothills Children's Wellness Network, will continue to build partnership with local agencies to ensure happy, healthy children that have access to the network of support in the early years.
- Parent information evenings are regularly held to share information on programming happening in the division and to build their understanding and capacity. (i.e. Social Emotional Curriculums; math information nights; dealing with teen anxiety)

## Future Challenges

1. FSD continues to face significant challenges associated with increasing enrolment and a lack of facility space across the division. The pressure is greatest in the rapidly growing community of Okotoks where utilization rates are as follows:

### **CURRENT – FSD38 Area Capacity and Utilization – September 30, 2015 – Okotoks and Area**

Name of School	Type/Grade	School Capacity	Enrolment (Occupancy)	Utilization of Capacity
Big Rock School	K-6	492	396	80.5%
Dr. Morris Gibson School	K-6	645	606.5	94.0%
Foothills Composite High School	10-12	1163	1129	97.1%
Okotoks Jr High School	7-9	773	662	85.6%
Percy Pegler Elementary School	K-6	561	558.5	99.6%
Westmount School	1-9	711	720	101.3%
Grand Total		4345	4072	93.7%
These numbers are based on the following:				
All Kindergarten students at .5, but all code 40 K students at 1.5. All 1-12 students at 1.0, but all code 40 1-12 students at 3.0				
These are all based on our September 30, 2015 enrolment data.				

2. FSD is seeing an increasing number of students that are presenting with serious social-emotional and mental health needs. Some of these students are also presenting with a need for increasing supports to ensure their behaviour needs are met and are not a barrier to their learning. Schools, students and their families indicate an increasing need for embedded resources and expertise for issues such as anxiety and depression. Due to the rural nature of parts of our school division, some of the types of mental health supports that are required for our most complex learners are not readily available. Teachers and school principals need more timely and appropriate supports to support the needs of these students.
3. We are also concerned with the potential reduction in funding and support that might be provided through Bow River RCSD. Due to the lack of baseline services in this area, we are very dependent on the work of the RCSD to fill that gap. Any reduction would have an impact on services available to students and their families and would have a negative impact on student learning.

## Summary of Financial Results

Underlying every decision in the financial planning process in Foothills School Division is the focus on our Mission Statement: "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!"

### Audited Financial Statement

The Audited Financial Statements for previous years may be viewed on the Foothills School Division website at the following URLs:

2016: [www.fsd38.ab.ca/documents/general/AFS%20-%20Final.pdf](http://www.fsd38.ab.ca/documents/general/AFS%20-%20Final.pdf)

2015: [www.fsd38.ab.ca/documents/general/Signed-AFS\\_Dec2015.pdf](http://www.fsd38.ab.ca/documents/general/Signed-AFS_Dec2015.pdf)

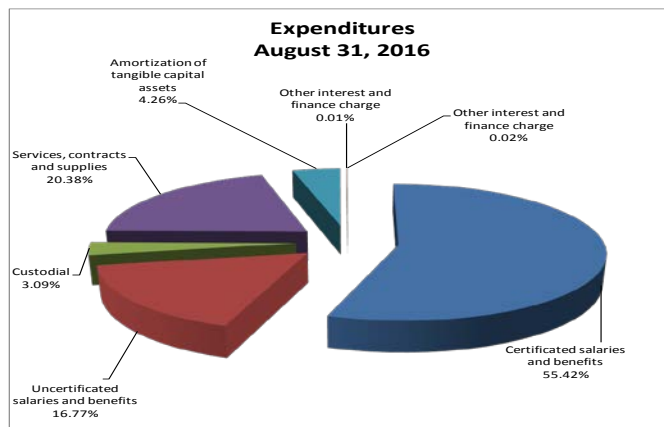
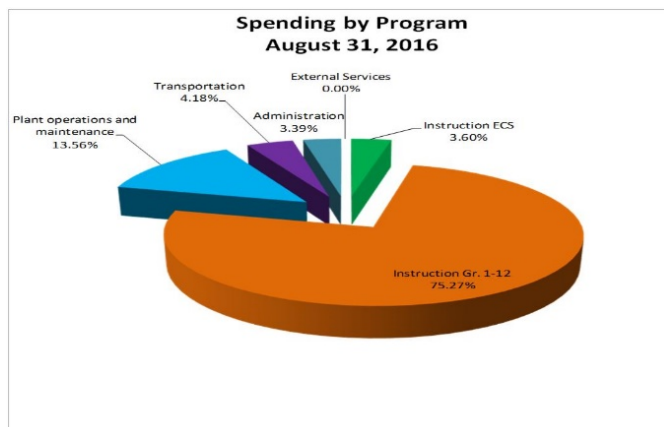
2014: [www.fsd38.ab.ca/documents/general/2014-AFS-Final-Dec-3-14.pdf](http://www.fsd38.ab.ca/documents/general/2014-AFS-Final-Dec-3-14.pdf)

A one page summary of the 2015/2016 Financial Statements can be found at:  
[www.fsd38.ab.ca/documents/general/Infograph-%20Dec%2016.pdf](http://www.fsd38.ab.ca/documents/general/Infograph-%20Dec%2016.pdf)

### For more information, please contact

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## **Budget Summary**

### **Budget Report**

The Budget Report for the Year Ending August 31, 2016 may be viewed on the Foothills School Division website at the following URL: [www.fsd38.ab.ca/documents/general/BRF-2016-Foothills-School-Division\\_Dec-2015.pdf](http://www.fsd38.ab.ca/documents/general/BRF-2016-Foothills-School-Division_Dec-2015.pdf)

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## Capital and Facilities Projects

Foothills School Division has a number of projects moving forward within the Division. Two of the larger projects are happening in and around Okotoks and will benefit students throughout the Division.

Construction crews began work on the modernization of École Foothills Composite High School/Alberta High school of Fine Arts in the spring of 2016. The project is broken down into phases in order for the school to continue to operate through to the expected completion of spring/summer 2018. The school will be receiving a complete retrofit of mechanical/electrical systems, new roof as well as new flooring, windows with revamped CTS and administrative areas.

A new K-9 school at west 32<sup>nd</sup> Street is underway with the Town of Okotoks completing site readiness work with utilities and services installation as well as the appropriate access. Group2 Architects have started design work and is working with the Division and stakeholders to provide a school that will address FSD's vital need for more K-9 classrooms in the community of Okotoks.

The Division Office is relocating within the Town of High River to a new facility, estimated date of completion: March 2017. We will be leasing space from the Province of Alberta in a shared building.

### **Benefits to Students**

The construction of a new K-9 school in the Okotoks area would be in close proximity to families living in the north/northeast neighbourhoods. The school would be part of a community campus with the integration of three key focuses: education, sports/recreation and culture. The design of the 40 acre parcel of land will accommodate student-friendly walking paths with limited intersection with motorized vehicles.

The modernization of ÉSFCHS/AHSFA will provide upgrades to the physical building as well as meeting the needs of learners for the future. Updated building codes will be utilized in the project. An analysis of school programs will enable the clustering of programs that require access outside of regular school hours (e.g. music, cosmetology), thereby increasing connectivity to the broader community. An analysis of the flow of students within the school has guided the best positioning of learning spaces as part of the modernization process.

## Summary of Facility and Capital Plans

### 1. New K-9 schools in Okotoks:

Population growth in the Calgary Corridor along Highway 2 – and associated enrolment growth in grades K-9 in the areas adjacent to Calgary, including Okotoks – continues to put pressure on FSD. As residential developments continue to form within the Town of Okotoks, such as United Okotoks (northwest), and within the M.D. of Foothills, FSD is reviewing enrolment projections and planning for new schools (e.g. a new K-9 and high school) in these new areas.

### 2. New high school in Okotoks:

The Town of Okotoks has experienced significant and sustained population growth since 2001. As such, most of FSD's Okotoks schools are operating at or above their capacities. FSD continues to plan for additional student capacity, including new high schools within Okotoks, in order to meet demand.

### 3. New school in High River:

High River is part of the Calgary Regional Partnership planning area and has the potential to grow rapidly as a feeder location to the City of Calgary. While the June 2013 flood may slow the growth rate in the short term, new school sites have been identified and growth patterns are being monitored to ensure planning is in place for a new school as population patterns warrant.

### Modernization Priorities

1. Cayley School – Cayley
2. Blackie School – Blackie
3. Longview School – Longview
4. C. Ian McLaren School – Black Diamond
5. Turner Valley School – Turner Valley
6. École Joe Clark School – High River

### Overall Priority List

1. New K-9 school in Okotoks in United Okotoks (northwest – D'Arcy Land)
2. New high school in Okotoks – 1,000 Capacity on 32<sup>nd</sup> Street Site
3. New school in High River – Spitzee Crossing
4. Cayley School modernization
5. Blackie School modernization
6. Longview school modernization
7. C. Ian McLaren School modernization
8. Turner Valley School modernization

A Summary of Facility and Capital Plans may be viewed on the Foothills School Division website at the following URL: [www.fsd38.ab.ca/documents/general/Capital-Plan-Spring-2016.pdf](http://www.fsd38.ab.ca/documents/general/Capital-Plan-Spring-2016.pdf)

## Parental Involvement

FSD Administrative Procedure 102 guides the work of School Annual Education Plans and Results Reports. Specifically there are two areas that address the Provincial government expectation of parental involvement:

1. Procedure #1 states that “All plans and results reports must satisfy the requirements” as set forth by Alberta Education; and
2. Procedure #3 states “School plans, results reports...must be prepared by the Principal in consultation with staff, School Council and, where appropriate, students... and must be reported on the school’s website.”

Each FSD school builds their individual school plans and reporting structures, and, as noted above, all schools are required to utilize school council input within their planning processes.

School administrators also collaborate with FSD’s Division Office to disaggregate their data from PATs, diploma exams and survey results as an integral part of their review and planning. This process informs planning to address areas of concern and identify strategies to help yield positive results. In addition, this data is shared within each school community to promote discussions concerning potential strategies that may be implemented in each school’s plan.

FSD’s Board of Trustees reviews school plans on a three year cycle and is informed of the processes that are used at the school community level to ensure parental involvement.

In addition, all plans are shared within cohort groups of the Foothills Administrators’ Association (FAA) and senior leadership. These processes are designed to ensure accountability and solicit professional input into planning as well as to facilitate transparency in the planning and sharing of best practices throughout the Division.

Furthermore, all FSD schools utilize the *Tell Them From Me* survey to assist in incorporating student input into their school improvement processes. Many of our schools also distribute their own parent surveys, which are designed to garner additional input from their communities and help further inform their planning.

## Timelines and Communication

The FSD Plan is subject to the following timelines:

- Provincial Education Budget release.
- Budget consultations with multiple stakeholders commence shortly after the release of the budget to determine priorities for the next year.
- School planning processes begin in the spring, reviewing progress made in the yearly plan, utilizing data from the Accountability Pillar Report, and examining pertinent school and divisional survey data. FSD three-year planning (3YEP) processes also commence at this time.
- Provincial Exam results are released in the fall to the division. School and divisional disaggregation of data take place thereafter. Plans are adjusted accordingly.
- Input for school plans is received from School Councils in the fall.
- Foothills Administrators' Association (FAA) and FSD's Board of Trustees planning sessions take place during the fall season.
- Annual School Education Plans and Results Reports are due November 15 to ensure that their input is utilized in the FSD 3YEP.
- Audited Financial Statement (for the Year Ended August 31, 2015) and Budget Summary is typically approved by the Board of Trustees at their regularly scheduled meeting during the first week of December.
- FSD 3YEP to be reviewed by the Board of Trustees and posted on the FSD website the first week of December based on the timing of Board meetings.

The Foothills School Division 2016/2017 average class size report can be found on the Division website at: [www.fsd38.ab.ca/Plans%20%20Reports.php](http://www.fsd38.ab.ca/Plans%20%20Reports.php)

This Foothills School Division AERR can be found on the Division website at:  
[www.fsd38.ab.ca//documents/general/FSD-AERR\\_3YEP\\_2016-2019\\_FINAL.pdf](http://www.fsd38.ab.ca//documents/general/FSD-AERR_3YEP_2016-2019_FINAL.pdf)

The Foothills School Division AERR Summary page can be found on the Division website at:  
[www.fsd38.ab.ca//documents/general/FSD\\_2016\\_AERR\\_Summary.pdf](http://www.fsd38.ab.ca//documents/general/FSD_2016_AERR_Summary.pdf)

## 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](http://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. To view AP 404, please visit:  
<http://www.fsd38.ab.ca//documents/general/404-Duty-to-Report-Whistleblower-Protection-Act-Reviewed-Nov-15.pdf>

FSD did not have any instances of “whistleblowing” during the 2015-16 school year.