



Foothills School Division

Education Plan and Annual Education Results Report

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

The future is not something we enter
The future is something we create



[Foothillsschooldivision.ca](https://foothillsschooldivision.ca)



Annual Education Results Report

2021-2022

Providing Assurance

01 Responding proactively to local and societal contexts and needs

02 Demonstrating stewardship of resources with an emphasis on student success, community, engagement, transparency, and accountability

03 Ensuring resources are managed effectively in establishing learning environments where local and societal circumstances are recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe

04 Creating engaging learning environments where students can demonstrate citizenship, engage intellectually, and grow continuously as learners

05 Developing teachers and leaders to grow in their professional practice to ensure optimum and continuous learning

Alberta Education Goals	Foothills School Division Goals	Assurance Domains
Alberta's students are successful	<ul style="list-style-type: none"> Innovation and design Learning that transfers Numeracy and literacy Wellness and wellbeing Continuum of supports 	<ul style="list-style-type: none"> Student growth & achievement Learning support
First Nations, Métis, and Inuit students in Alberta are successful	<ul style="list-style-type: none"> First Nations, Métis, and Inuit student success 	<ul style="list-style-type: none"> Student growth & achievement Learning support
Alberta has excellent teachers, school leaders, and school authority leaders	<ul style="list-style-type: none"> Excellence in teaching, learning and leading 	<ul style="list-style-type: none"> Teaching and leading
Alberta's K-12 education system is well governed and managed	<ul style="list-style-type: none"> Stakeholder engagement and communications Continuous improvement and assurance 	<ul style="list-style-type: none"> Local and societal context Governance

Governance

Trustees



Jack Molyneux
Ward 1



John Evans
Ward 2 - Vice Chair



Theresa Letendre
Ward 3 - Chair



Sharon Nichols
Ward 4



Lisa Penzo
Ward 4



Phil Irwin
Ward 5



The Pursuit of our Potential



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 engagement is timely, meaningful, and collaborative with all learners

Support: Ensure learning environments are welcoming, caring, respectful, safe, and inclusive

Success: Ensure excellence in teaching, learning and leadership

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

THE FUTURE-FOCUSED MODEL FOR LEARNING

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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



Stakeholder Engagement Opportunities

Students

- Students' Matters
- Student Councils

Staff

- Staff Advisory
- Superintendent Advisory Sessions
- Shared Leadership Teams and Lead Teachers

Parents

- School Councils
- Council of School Councils

Community

- Indigenous Advisory Circle
- Multi-stakeholder Committee
- Community Partnerships

Program Excellence in FSD

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



Goals

Engagement

Goal 1: Stakeholder engagement and communications

Goal 2: Continuous improvement and assurance

Support

Goal 1: Wellness and well-being

Goal 2: Continuum of Supports

Success

Goal 1: Innovation and design

Goal 2: Learning for transfer

Goal 3: First Nations, Métis and Inuit student success

Goal 4: Literacy and numeracy

Goal 5: Excellence in teaching, learning and leading



Measures

Provincial and Local



Engagement

Alberta Education Assurance Survey

FSD Assurance Survey

Stakeholder Engagement



Support

Alberta Education Assurance Survey

SOS-Q (Student Orientation to School Questionnaire)



Success

Alberta Education Assurance Survey

FSD Assurance Survey

FSD Intellectual Engagement Survey

Learning Outcomes (PAT & Diploma)

Grade 1-3 Provincial Literacy and numeracy assessments

GRADE (Literacy in English)


GB+ & DRA (Literacy in French)

MIPI (Math in English & French)

Cultural Perspectives Survey

FSD Professional Learning Survey

Our Goals and Strategic Plans 2021-24

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



Foothills School Division Assurance Survey

Overall Summary

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Life Long Learning	Parental Involvement	Continuous Improvement
2021-2022 (n=2830 parents – approx. 31% families)	91%	84%	96%	84%	81%	74%	74%	55%
Evaluation	Very High	Very High	Very High	Very High	High	Intermediate	Intermediate	Low

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

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

Our Story of Engagement

Stakeholder Engagement and Communications Continuous Improvement and Assurance

Strategies

Strategy 1: Continue to provide timely assurance reporting so that stakeholders can assess school and system success.

Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

Strategy 4: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all our stakeholders.

*Strategies continued from 2021-22

*Strategies revised or added for 2022-23



Areas of Strength

- vision, mission and priorities, provides strategic direction for system planning
- results are used to improve the quality and effectiveness of education programs to improve student learning and achievement
- strong stakeholder engagement structures and opportunities for students, staff, parents, and community
- timely access to and availability of student data helps inform planning and decision making
- responsive to local needs and societal contexts
- improved decision making and enhanced ownership for decisions
- increase in community and agency partnership and resources available to stakeholders through the FSD Learning Links
- stakeholder engagement practices and communication strategies are responsive to local needs, inform impact of feedback, increase stakeholder understanding of education matters and improves decision-making

Our Story of Support

Wellness and Well-being Continuum of Supports

Strategies

Strategy 1: Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuum of supports to help students get back on track with their learning.

Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.

Strategy 3: Inclusive Learning Leads will continue to learn about, develop and support procedures and systems to advance the continuum of supports to promote student learning and well-being.

Strategy 4: Continue to strengthen community partnerships and collaborations to support our students and staff.

Strategy 5: Continue to engage students, staff and parents on strategies that support student success.

*Strategies continued from 2021-22

*Strategies revised or added for 2022-23



Areas of Strength

- *Safe and Caring* is an area of continued strength as identified in the AB ED Assurance Survey and FSD Assurance Survey
- both AB ED and FSD Assurance Surveys indicate over 80% approval for accessing supports and services
- student voice is gathered through the Students' Matters Committee to inform the development of strategies to support a safe, caring, and welcoming learning culture.
- social emotional learning supports student success which is evident in our SOS-Q data
- wellness and well-being for students and staff is an important focus for Foothills School Division
- FSD collaborates and problem-solves around specialized supports for students with complex needs
- The Mental Health Capacity Building grant continues to support mental health, wellness, and well-being of learners
- Foothills Mental Health Task Force mapped out existing continuum of supports, identified, and addressed gaps in service, and strengthened partnerships

Our Story of Success

Innovation and Design
Learning for Transfer

Strategies

Strategy 1: Advance systemwide understanding of the 3 Principles of Deep and Transferable Learning using the *FSD Teacher Guide to Success* to provide meaningful learning experiences for each learner.

Strategy 2: Consistent use of *high yield instructional tools and strategies* aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

Strategy 3: Advance student success using foundational assessment, evaluation, and reporting principles.

Strategy 4: Advance the use of ePortfolios within the context of assessment, evaluation, and reporting and student growth and achievement.

*Strategies continued from 2021-22

*Strategies revised or added for 2022-23



Areas of Strength

- Rutherford Scholarships rates are consistently high and drop-out rates are consistently low which is representative of FSD's intentional focus on the nine foundational principles of High School Redesign
- maintained very high achievement for program of studies because of the quality and variety of opportunities for students in our schools
- Student Learning Engagement is very high on both the AB ED and FSD Assurance Surveys which can be attributed to a focus on designing learning including student success criteria and the three principles of deep and transferable learning including student agency, conceptual understanding and living with complex problems over time
- Strong new curriculum design team and comprehensive new curriculum implementation plan kindergarten to grade six
- Developed strong instructional model and assessment practices for deep and transferable learning

Our Story of Success

Strategies

Strategy 1: Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement.

Strategy 2: Advance system-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

Strategy 3: Advance the development and application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.

Strategy 4: Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Supports for Students Link, and Supports for Families Link to benefit all stakeholders and increase student growth and achievement.

*Strategies continued from 2021-22

*Strategies revised or added for 2022-23



Areas of Strength

- systems and structures in place, such as Literacy (English and French) and Numeracy Lead teachers, are a strength in FSD
- consistent numeracy, mathematics, literacy, and French literacy *Excellence Commitments* shared with all stakeholders enhance student learning, and guides instruction, assessment, evaluation, and vertical alignment across the grades
- comprehensive system-wide numeracy and mathematics, literacy, and French targeted interventions for Grade 1-3 students
- comprehensive system-wide numeracy and mathematics, literacy, and French literacy professional learning k-grade 12
- implementation of high yield tools and strategies, improved conceptual understanding and common language of instruction

Our Story of Success

First Nations, Métis, and Inuit student success

Strategies

Strategy 1: Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.

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

Strategy 3: Continue to develop collective capacity to incorporate instructional practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.

Strategy 4: Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance truth and reconciliation for the success of each learner.

Strategy 5: Continue to provide a continuum of student supports to promote Indigenous student success.



Areas of Strength

- building and maintaining relationships with Indigenous community members and families
- opportunities and engagement for Indigenous voice, participation, and guidance
- incorporation of cultural events and teachings throughout subject areas
- strong continuum of supports through an Indigenous lens
- supporting Indigenous student graduation rates
- teaching, learning, and leadership around Indigenous perspectives
- Indigenous student learning is a professional learning focus
- Truth and Reconciliation toolkit in supporting student success

Our Story of Success

Strategies

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

Strategy 2: Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.

Strategy 3: Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders.

Strategy 4: Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.

Strategy 5: Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning.

*Strategies continued from 2021-22

*Strategies revised or added for 2022-23

Excellence in Teaching, Learning, and Leading



Areas of Strength

- strengths in collaborative culture, commitment to continuous improvement, collective inquiry, reflective practice, results and action-oriented
- alignment and focus of evidence informed professional learning
- variety of differentiated professional learning opportunities
- shared vision and clearly articulated goals
- responsive to continually changing contextual variables requiring ongoing monitoring, adjustments, and refinement
- support by networks of professional learning committees, specialist councils, teacher conventions, school jurisdictions, regional consortia, universities, and other stakeholders



2021-2024 **EDUCATION PLAN** YEAR 2

*The future is not something we enter.
The future is something we create.*

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback

Thank you