Foothills
SCHOOL DIVISION

Explore • Develop • Celebrate!

2021-2024
Education Plan

Foothills School Division Education Plan 2021-2024

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 in the development of goals and strategies for engagement, support and success of each learner.

Follow Links to

FSD 2019-2020 Annual Education Results Report

FSD 2021-2024 Education Plan

Land Acknowledgement

We would like to acknowledge that The Foothills School Division is located on the traditional territories of the peoples of Treaty 7 Region in Southern Alberta and the Métis Nation of Alberta Region 3.

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!

Accountability Statement for The Foothills School Division Education Plan

The Education Plan for The Foothills School Division commencing September 1, 2021, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for three years as of June 16, 2021.

Mr. Larry Albrecht
Chair, Board of Trustees

Mr. Christopher Fuzessy, PhD
Superintendent of Schools

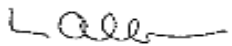# Foothills School Division Board of Trustees

Message from the Board Chair

On behalf of The Foothills School Division's Board of Trustees I am pleased to share our 2021-2024 Education Plan for the benefit of all stakeholders.

The Foothills School Division was an early adopter of the Provincial Assurance Model. Assurance happens when stakeholders in our educational system are provided an opportunity to share their input actively and meaningfully on educational matters through well planned engagement events. Assurance and accountability are foundational to student growth and achievement. The Foothills School Division's Policy 1 defines our strategic direction of Engagement, Support and Success for each learner. Specific evidence of assurance and accountability as they relate to our strategic direction is documented throughout this Education Plan demonstrating our proactive pursuit of excellence and our commitment to continue to ensure quality learning for all learners we are privileged to work with.

The Board of Trustees is proud of the work all our staff do to create a safe and caring learning environment for our learners. We are indebted to each staff member for working through this pandemic. We are also very appreciative of the support of our parents and students as they committed to learning through the changes of learning scenarios required to accommodate the spread of the Covid-19 virus. We are very excited to see the full implementation of this Education Plan without the massive interference of the Covid-19 pandemic.

As you engage in this Education Plan, I encourage you to seek clarification if needed, to provide feedback through our engagement process, and to celebrate the successes of all our learners.

Sincerely

Larry Albrecht
Chair, Board of Trustees
Foothills School Division

Board of Trustees

Foothills School Division is currently divided into five wards bordering the south side of the City of Calgary.

- Ward 1 – Jack Molyneux
- Ward 2 – William Young
- Ward 3 – Theresa Letendre (Vice-Chair)
- Ward 4 – Larry Albrecht (Chair)
- Ward 4 – Sharon Nichols
- Ward 5 – *vacant*

As an advocate for your - our - community, we welcome your input and feedback. As a board, we are committed to building and maintaining positive relationships with you, our parents, staff, students, and residents. It is our role as your elected representatives to respond to your questions, concerns, and bring your issues forward to the board. We want you to know we're here to help. You can keep up-to-date on board news by visiting https://www.fsd38.ab.ca/ on a regular basis.

Trustee Pledge

Purpose Statement: The Board of Trustees is committed to govern by holding space so that our students and all who support them can flourish.
The Board of Trustees will:

- Support student learning by speaking with an informed voice on behalf of public education.
- Establish a clear sense of vision based upon community values, beliefs and expectations. Board goals, plans and policies will enable others to meet these common purposes.
- Meet its responsibility as a policy and decision maker through dialogue with community members.
- Support innovation and change through policy development, resource allocation, building relationships and sustaining initiatives.
- Be held publicly accountable by ensuring appropriate systems of evaluation lead to continuous improvement.

Core Values

Our Trustees seek to embrace and fulfill the following ideals in the operation of FSD.

- **Opportunity:** Learners are provided with rich learning experiences that enable them to discover their unique gifts, abilities and passions and to achieve at their highest potential.
- **Choice:** Learners have a choice of programs that appeal to their interests and abilities. Learners are also given a choice to select from multiple pathways that help them achieve learning success.
- **Diversity:** Learners' differing needs, cultures and abilities are respected and valued within inclusive learning environments.
- **Excellence:** Each learner is encouraged to achieve their maximum potential and become engaged critical thinkers.
- **Belonging:** Learners take pride in being a part of their schools and Foothills School Division. They feel a part of a safe and caring learning community. They demonstrate care, compassion and mutual respect towards themselves and others.

- **Integrity and Competence:** Learners model sincerity, reliability, and honesty in their interactions with others. As well, they are both skillful and effective in their work.
- **Citizenship:** Learners work to improve their community, both locally and globally. They engage with other stakeholders and share in the responsibility for creating healthy communities.

Guiding Principles

The Board uses the following guiding principles to help promote a common understanding of policy directions and as the basis for making sound and consistent decisions.

- **Learner-centered:** The needs of our students are first and foremost when making decisions.
- **Committed to the larger Foothills School Division team:** Decisions are informed by high quality evidence, aligned with the system's vision for excellence in teaching and learning, and reflective of what is in the best interests of students throughout the Division as a whole.
- **Innovation to promote and strive for excellence:** Foothills School Division is a learning organization committed to creative, innovative and entrepreneurial approaches, which are promoted and supported to achieve high standards and excellence in education.
- **Flexible and responsive:** Learning opportunities are meaningful and appropriate for each learner's needs and abilities. Foothills School Division must also be flexible in responding to the changing needs of both local and global communities in order for learning opportunities to remain current and relevant.
- **Fair and equitable:** Each learner has fair and reasonable access to educational opportunities. Some learners will need additional specialized support in order to fully access these opportunities.
- **Sustainable and efficient use of resources:** Resources (both financial and human) are optimized to support student learning.
- **Engaged communities:** Stakeholders work together as collaborative partners to advance common goals that promote and support learning.
- **Accountable and transparent:** Outcomes of our students' achievements and use of funding are clearly communicated to stakeholders. Transparency of results and decision-making processes are foundational in our work. Research, evidence and analysis are used to ensure that resources are allocated for the maximum benefit of students.

Board Priorities and Divisional Foundational Statements

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

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

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

FSD Board Policy 01: Division Foundational Statements

Board Goals

Board Goal 1: Enhance accountability to the community through addressing student programming needs consistent with Policy 1 to ensure broader access to consistent and high-quality learning for all students.
- Student Learning - Moving to Continued 'Excellence'
- Indigenous Learning

Board Goal 2: Engage constituents, elected officials of the Towns and County, MLA's, the Minister of Education and the Alberta School Boards Association (ASBA), advocating in the best interest of Foothills School Division.
- Communicating with Constituents
- Budget

Board Annual Strategic Direction
- Learner Wellness and Well Being: *Welcoming and Inclusive Culture for Staff and Students*
- Learning First: Innovation and Design
- Indigenous Learning
- Stewardship of Resources: Assurance of effective and efficient use of resources
- Communication and Stakeholder Engagement

Our Division

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

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

Okotoks Area Schools
- Heritage Heights School (K-9), DeWinton
- Red Deer Lake School (K-9), Foothills County

High River Schools
- École Joe Clark School (K-5)
- Spitzee Elementary School (K-5)
- École Senator Riley Middle School (6-8)
- École Secondaire Highwood High School (9-12)

High River Area Schools
- Blackie School (K-8), Blackie
- Cayley School (K-8), Cayley
- Cayley Colony School
- High River Colony School
- MacMillan Colony School

High Country Schools
- C. Ian McLaren School (K-6), Black Diamond
- Turner Valley School (K-6), Turner Valley
- Longview School (K-6), Longview
- Millarville Community School (K-8), Millarville
- Oilfields School (7-12), Black Diamond

FSD On-Line School: Hub@Home (1-12)
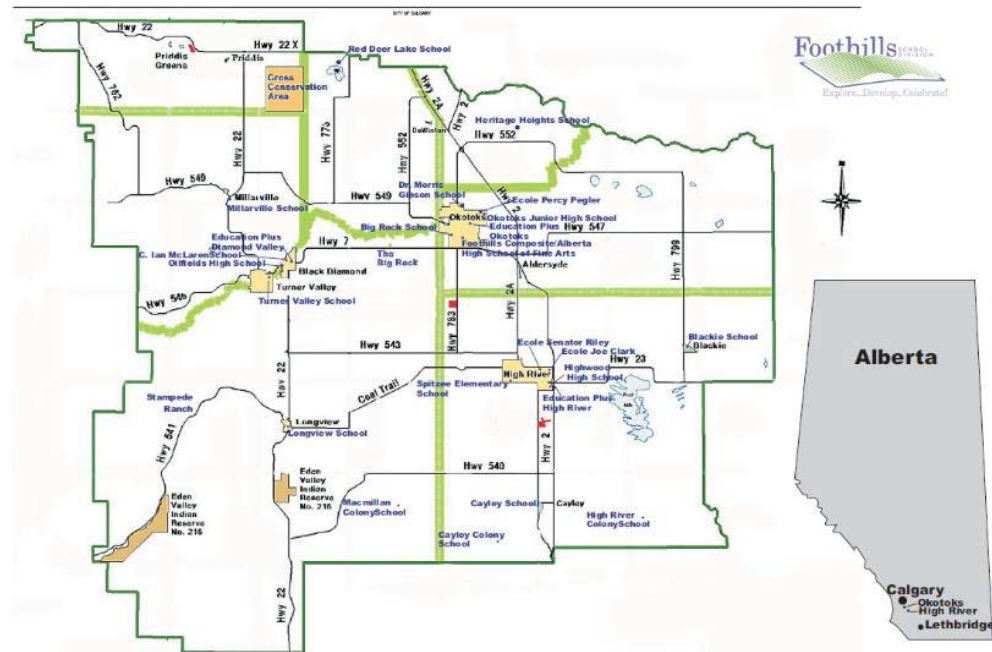
Providing Assurance

Guiding Principles

FSD's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. FSD's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts, as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school authority plans and results.

Education Plan (ED Plan) & Annual Education Results Report (AERR) Process and Schedule

The Foothills School Division Education Plan and Annual Education Results Reports (AERRs) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. Our FSD strategic Planning Process is outlined in FSD Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report (AERR). Our Three-Year Fixed Term (2021-2024) Education Plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of Alberta Education's Three-Year Business Plan (2020-2023). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. Our Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. FSD has established a system of accountability and assurance for its individual schools that enable continuous improvement and evidence-informed decision making. There are clear connections between school and Division plans and Division priorities provide strategic direction to schools AP 102 School Annual Education Plan Results Report. Engaging with our stakeholders has been critical in the development and implementation of our Education Plan and AERR. FSD has used a variety of methods to communicate and engage with stakeholders in the development of our Education Plan and Budget and in sharing results achieved to provide assurance. Effectively engaging stakeholders in the development of our Education Plan and sharing results has resulted in a number of benefits including ensuring being more responsive to local needs; increasing stakeholder understanding of education matters; improving decision making; and enhancing ownership for decisions.

September
- Foothills School Division Education Plan and Annual Education Results Report process and timeline reviewed by the Board of Trustees.
- Alberta Education Assurance (AEA) Survey Results Report and Provincial Exam results are released by Alberta Education.
- Education Plan Update: Division Reports on strategic plan progress.

October
- System Planning.

- Draft FSD Annual Results Report is prepared.
- Education Plan Update: Division Reports on strategic plan progress.
- School Education Plan Presentations to Board of Trustees.

November
- Review Alberta Education Assurance (AEA) Survey Results Report and Provincial Exam results.
- FSD Annual Education Results Report prepared and presented to the Board of Trustees for review, feedback and approval.
- FSD Annual Education Results Report submitted to Alberta Education by Nov 30. Report made public and posted on the FSD website.
- Exec Team/School Admin review School Annual Education Results and Education Plans.
- Education Plan Update: Division Reports on strategic plan progress.
- School Education Plan Presentations to Board of Trustees.

January – April
- Stakeholder Engagement in Education Plan and Budget Priorities.
- Education Plan Review/Update and Budget Development.
- Education Plan Update: Division Reports on strategic plan progress.
- School Education Plan Presentations to Board of Trustees.

May
- Division Education Plan shared and approved by the Board of Trustees and submitted to Alberta Education by May 31st. Plan made public and posted on the FSD website.
- Education Plan Update: Division Reports on strategic plan progress.
- School Education Plan Presentations to Board of Trustees.

June
- School Education Plans submitted by June 30th, approved by the Superintendent and posted on the school website.

Coherence Between Provincial and The Foothills School Division Priorities

Ministry Outcomes /Goals	FSD Outcomes/Goals	Assurance Domains
Alberta's students are successful.	- Advance innovation & design. - Advance learning for transfer. - Advance numeracy & literacy. - Advance wellness & wellbeing. - Advance our continuum of supports.	- Student Growth & Achievement - Learning Support
First Nations, Métis, and Inuit students in Alberta are successful.	Advance First Nations, Métis, and Inuit student success.	- Student Growth & Achievement - Learning Support

Alberta has excellent teachers, school leaders, and school authority leaders.	● Advance excellence in teaching, learning and leading.	● Teaching and Leading
Alberta's K-12 education system is well governed and managed.	● Advance stakeholder engagement & communications. ● Advance evidence-based continuous improvement and assurance.	● Local & Societal Context ● Governance

Stakeholder Engagement

Stakeholders	Students	Staff	Parents	Community/Business	All Stakeholders
Stakeholder Engagement Opportunities that informed priorities, actions and decision making in FSD.	**Students' Matters Committee:** All FSD schools have students represented on this committee (Gr. 5 - 12). The committee meets three times a year to provide student voice and perspective on Division programs, initiatives and education plans. This committee engages, empowers and honours students as education partners and leaders of change in their school and community. **Student Councils:** Student Councils give students opportunities to share input	**Staff Advisory Committee:** Representatives from all employee groups are represented on this committee from each school and facility site. The committee meets three times a year to provide staff voice to decision making. **Shared Leadership Teams and Lead Teachers:** A shared leadership model that is co-created, consultative and collaborative in decision-making,	**School Councils:** School Councils enhance student learning by engaging parents, staff and community members to advise the Principal and the Board on matters concerning school improvement planning. School Councils are a means for parents and community members to work together with the school to support and enhance student learning. **Council of School Councils (COSC):** COSC enhances communication among the School Councils, the	**School Relaunch/Renewal Committee:** A multi-stakeholder engagement committee consisting of staff, parents, community/business representatives that has focused on providing voice to all stakeholders in supporting continuity of learning and quality education through a pandemic. This committee was fundamental in the development of the FSD School Relaunch	**Engage FSD** **Vision 2034** **Budget & Education Plan Stakeholder Engagement** **Policy Review Engagement** **Blackie School Modernization** **Nature Based Learning** **Technology: 1 to 1 Device**

	and perspectives on school programs and initiatives. They improve relationships between students, teachers, parents and school leadership. Students take responsibility and ownership of their learning and school community while promoting a welcoming, caring, respectful and safe learning environment. **Student Learning Link** **Students' Matters Update** **Students' Matters Engagement** **School Engagements:** **Red Deer Lake School** **CI McLaren School** **École Okotoks Junior High School** **Blackie School** **École Highwood High School**	informed by open dialogue and multiple perspectives of the team. **Staff Learning Link** **https://bit.ly/SMWork shops21**	Division, the Superintendent, Trustees and the community. Each School Council within the Division shall be a member of COSC. COSC provides parents, staff and interested community members an opportunity to discuss significant matters relating to student learning. They advise the Board regarding matters of common interest and enhance parental engagement through learning opportunities. **Parent Learning Link** **Board Highlights and Trustee News** **Superintendent COVID Updates** **School Council Presentations**	Handbook. Committee has shifted focus to that of RENEWAL which will provide opportunities for voice to all stakeholders in supporting the success of our current and post pandemic education by renewing our learning environments, re-engaging our students, staff and community and ensuring a culture of positive mental health and wellbeing. **2020-21 School Relaunch Handbook**	**Stakeholder Engagement Infographic** **Budget Infographic**

Priorities and themes identified in our stakeholder engagement included learning experiences, learning for transfer, wellness and wellbeing and learning competencies. These focuses informed the goals and strategies in our budget and Education Plan including:

- ○ Advance innovation and design
- ○ Advance learning for transfer
- ○ Advance First Nations, Métis and Inuit student success
- ○ Advance literacy and numeracy
- ○ Advance wellness and well-being
- ○ Advance our continuum of supports
- ○ Advance stakeholder engagement and communications
- ○ Advance evidence-based continuous improvement and assurance

[Stakeholder Engagement Infographic](#)

COMMUNITY ENGAGEMENT FEEDBACK

PHASE 1

WE ASKED: THINKING OF HOW THE WORLD WILL LOOK LIKE IN 2034, HOW DO WE ENSURE THAT OUR GRADUATES WILL BE SUCCESSFUL IN THEIR FUTURE?

REVIEW FEEDBACK

COMMON THEMES

1. LEARNING EXPERIENCES
Nature-Based Learning and STEAM (science, technology, engineering, mathematics, and arts).

2. LEARNING FOR TRANSFER
Literacy, Numeracy, and the curriculum.

3. WELLNESS & WELLBEING
Mental Health, Mindfulness, and Social Skills.

4. LEARNING COMPETENCIES
Critical Thinking, Problem Solving, and Real-Life Skills

PHASE 2

WE ASKED: REVIEW OUR PLANS AND TELL US WHAT WE SHOULD START, STOP OR CONTINUE DOING TO MEET THESE 2034 THEMATIC GOALS

REVIEW FEEDBACK

ACTIONING VISION 2034

COHERENCE FRAMEWORK

INNOVATION & DESIGN

CAREER FUTURES

LEARNING FOR TRANSFER

TRUTH & RECONCILIATION

LITERACY & NUMERACY

FOOTHILLS CARES

TECHNOLOGY PROGRAM

PHASE 3

WE ASKED: FOR FEEDBACK ON BUDGET PRIORITIES ALONG WITH STAFFING LEVELS, CUSTODIAL SERVICES, SCHOOL BUSING, AND INSURANCE COSTS

REVIEW FEEDBACK

APPROVED BUDGET

REVENUES	$93,282,285
EXPENSES	$97,396,614
DEFICIT	-$4,114,330

76.05% INSTRUCTION
10.30% OPERATIONS & MAINTENANCE
5.32% SUPPORTED CAPITAL & DEBT SERVICES
5.18% TRANSPORTATION
3.15% ADMIN

FACILITY SERVICES (10.3%)
REVENUES	$8,078,009
EXPENSES	$10,034,872
DEFICIT	-$1,956,863

TRANSPORTATION (5.2%)
REVENUES	$4,474,555
EXPENSES	$5,049,318
DEFICIT	-$574,763

DIVISION OFFICE (3.1%)
REVENUES	$3,094,605
EXPENSES	$3,065,904
VARIANCE	$28,701

WWW.FSD38.AB.CA

Foothills SCHOOL DIVISION

Student Engagement 2021

Nearly 4000 engagement contributions from across the division.

Over 400 unique ideas and comments presented by students.

Questions *designed* by students, *asked* by students and *answered* by students.

Students will analyze the feedback from their school and provide a summary to their students and administrators.

What types of questions did students ask?

- What can we do to support the mental and physical well being of students?

- What has been the most positive part of our year?

- In what ways can our school evolve to prepare students for the future beyond school?

- In what ways can our school make student wellness a priority?

- How do we increase student engagement?

Students' Matters Engagement

FSD Highlights and Celebrations: 2019-2020 AERR Report

Provincial Measures

May 2020 AERR Division Level Report shows no provincial measures reported as: declined, an issue or concern

Performance Measures	Safe & Caring 90.6%	Program of Studies 85.1%	Education Quality 90.9%	Work Preparation 82.3%	Citizenship 83.4%	Parental Involvement 81.2%	Continuous Improvement 82.8%
Evaluation	EXCELLENT	EXCELLENT	EXCELLENT	GOOD	EXCELLENT	GOOD	EXCELLENT
Performance Measures Data Not Available	Dropout Rate	High School Completion	Provincial Achievement Tests	Diploma Exams	Rutherford Scholarship	Transition Rates	Performance Measures Data Not Available

Continuing Trend of Improvement and Growth

EXCELLENT Safe and Caring: Improved
> Indicators: Students treat each well, Teachers care about students, Child is safe at school, Child is safe to & from school, Child is treated fairly by adults at school

EXCELLENT Program of Studies: Improved
> Indicators: Another language, Art, Computers, Drama, Health, Music, PE, Variety of Subjects

EXCELLENT   Education Quality: Maintained
> Indicators: Quality of education, Quality of Teaching, Students learning what they need to know, Students understand what they are expected to learn, Child finds school work challenging, Child finds work interesting

EXCELLENT High School Completion Rate: Improved Significantly

EXCELLENT Citizenship: Maintained
> Indicators: Students follow school rules, Students help each other, Students respect each other, Students encouraged to be involved in community activities, Students encouraged to try their best

EXCELLENT Continuous Improvement: Maintained

GOOD   Work Preparation: Improved
> Indicators: Child is taught attitudes/behaviours to be successful when left school

GOOD   Parental Involvement: Improved
> Indicators: Parental involvement regarding child's education/school, Input in decisions regarding child's education/school, Opportunities to be involved in decisions regarding child's education/school

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 1180 The Foothills School Division

Measure Category	Measure	Foothills School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.6	90.4	90.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.1	84.5	85.1	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.9	91.1	90.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.3	0.7	1.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	89.8	89.6	85.8	79.7	79.1	78.4	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.1	77.7	77.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.1	17.6	17.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	86.6	85.6	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	18.5	18.0	16.7	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	52.7	50.4	49.3	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	72.2	73.8	71.8	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.5	57.0	53.5	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	82.3	81.7	80.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.4	83.4	83.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.2	79.7	80.9	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.8	84.0	81.7	81.5	81.0	80.9	Very High	Improved	Excellent

The Foothills School Division is focused on the priority of Engagement, Support and Success for Each Learner

Our Vision	Our Commitments for Optimum Student Learning	Our Priorities
Our Vision Engagement, Support and Success for Each Learner. **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!	**Our Commitments for Optimum Student Learning** *Optimum student learning is achieved through engagement, support and success.*	**Our Priorities** **Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities. **Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive. **Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**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.	**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance		**Teaching and Leading**
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.	*Explore • Develop • Celebrate!* **Foothills** SCHOOL DIVISION	**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Engagement			Support			Success		
Local and Societal Context			**Learning Supports**			**Student Growth and Achievement**		
Goal 1 Advance stakeholder engagement and communications	**Strategic Plan** [Stakeholder Engagement and Communications](#)		**Goal 1** Advance wellness and well-being	**Strategic Plan** [Wellness and Well-being](#)		**Goal 1** Advance innovation and design	**Strategic Plan** [Innovation and Design](#)	

Vision 2034: Prepared for the Future

Goal 2 Advance our continuum of support	**Strategic Plan** [Continuum of Support](#)	**Goal 2** Advance literacy and numeracy	**Strategic Plan** [Literacy and Numeracy](#)
		Goal 3 Advance First Nations, Métis and Inuit student success	**Strategic Plan** [First Nations, Métis and Inuit student success](#)
		Goal 4 Advance learning for transfer	**Strategic Plan** [Learning for Transfer](#)

Governance			**Teaching and Leading**	
Goal 2 Advance evidence-based continuous improvement and assurance	**Strategic Plan** [Continuous Improvement and Assurance](#)		**Goal 5** Advance excellence in teaching, learning and leading	**Strategic Plan** [Excellence in teaching, learning and leading](#)

Our story of engagement for each learner

We are committed to engaging and collaborating meaningfully with our learners and communities. We will communicate Division progress and the use of resources transparently and with a view to guiding future decision-making. We will consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners. *FSD Board Policy 01: Division Foundational Statements*

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: - governance aligns with and is responsive to the needs and expectations of the learning community. - stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. - communication provides assurance.	- Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division. - Stakeholder engagement informed decision making and education plans.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategy 1: Student Engagement - Continue to encourage student voice by profiling Students' Matters Committee work while supporting local schools in creating meaningful opportunities for students to provide feedback.

Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.

Strategy 3: Parent Engagement - Continue to promote and profile www.engagefsd.com as the official Foothills School Division online engagement portal to encourage discussion and collect parental voice in Divisional and School-based decisions.

Strategy 4: Community Engagement - Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.

Strategy 5: Communications - Continue to ensure all FSD stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust, and confidence in the system.

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

Local
- **FSD Engage Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance evidence-based continuous improvement and assurance. Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility.	● FSD's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● FSD's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.

		● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.

Strategies	**Measures and Targets**
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*
Strategy 1: Implement PowerBI as a perpetual, live data dashboard to support school teams in understanding the current reality of the school, plan for improvement and track efficacy. **Strategy 2:** Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement**.** **Strategy 3:** Provide timely Assurance reporting so that stakeholders can assess school and system successes. **Strategy 4:** Support school based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students. **Strategy 5:** Advance school based community engagement to ensure Foothills School Division is capturing and responding to the voice of all of our stakeholders.	**Provincial** ● **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● **Continuous Improvement:** Increase in 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. ● **Overall Quality of Basic Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. **Local** ● **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures. ● **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. ● **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for ENGAGEMENT

For further information on ENGAGEMENT follow links to:

FSD 2019-2020 Annual Education Results Report and FSD Financial Statements
Annual Education Results Overview and Highlights and Annual Education Results Report Summary
Engage FSD and Foothills School Division Stakeholder Engagement Plan
Vision 2034: Prepared for the Future
FSD 2020-21 School Relaunch Updates & Handbook
Trustee News & FSD: Trustee Guide to Good Governance

Stakeholder Engagement

Key insights from results analysis of Stakeholder Engagement and Communication Strategies that informed our FSD Education Plan

The Foothills School Division (FSD) believes in providing opportunities and encouraging participation of stakeholders in communicating, collaborating, thinking critically and solving problems together to advance educational excellence. FSD is committed to engaging stakeholders in decision-making. FSD believes it is important for stakeholders to learn about opportunities to get involved and to share perspectives, possibilities and ideas. FSD has taken steps to advance a system-wide approach for stakeholder engagement. FSD knows that listening to the voice of stakeholders, building relationships, communicating and collaborating leads to better decisions and continuous improvement. Stakeholder engagement aligns with our vision of enhancing engagement, support and success for each learner.

Performance Measures	FSD Stakeholder Engagement Opportunities	Budget & Education Plan Stakeholder Engagement	Stakeholder Advisory & Community Engagement	School Council Engagement	School Relaunch Engagement
Evaluation	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*

Impact of Stakeholder Engagement Strategies: Strengths and Areas for Refinement

Student Learning Opportunities in FSD
- Overall Quality of Education in FSD is Excellent and above provincial average in percentage of teachers, parents and students satisfied with the quality of education.

Parental Involvement and Continuous Improvement
- Increase in the percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years. 23% of parents of students in grades 4, 7 and 10 completed the Accountability Pillar Survey which is evidence of strong parental involvement and stakeholder engagement in FSD.
- Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Student, Staff, Parent, Community/Business Engagement
- Significant participation by stakeholders (students, staff, parents & community) in a variety of engagement opportunities regarding Board Policy, Education Planning, Budget and Division and School Relaunch Planning.
- Evidence of stakeholder voice in decision making as evident in Board Policy review, Education Planning, Budget and Relaunch plans.
- Evidence of learners communicating, collaborating, thinking critically and solving problems together in education planning included the multi-stakeholder school relaunch committee in the development of the FSD School Relaunch Handbook.
- Increase in resources available to stakeholders (students, staff & parents) through the FSD Learning Links and increased usage of FSD Learning Links by all stakeholders.
- FSD used a variety of methods to communicate and engage stakeholders in the development of education plans and shared results achieved in order to provide assurance of progress towards achieving goals. Engaging stakeholders was critical and essential in the development and implementation of the Education Plan and Annual Education Results Report.
- The Division and Schools engaged students, parents, staff and community members in the education planning process, shared progress on an ongoing basis and communicated Annual Education Results Report through a variety of means.
- Purposeful and meaningful stakeholder engagement helped ensure governance aligned with and was responsive to the local context, needs and expectations of the learning community which is evidenced in Trustee News updates.
- Stakeholder engagement improved policies and procedures, decisions made and provided assurance, trust and confidence in the system by ensuring all voices, viewpoints and perspectives were heard and considered.
- Opportunities were created for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture as evidenced through the Council of School Councils.
- Communication plans connected and engaged stakeholders in the Foothills School Division learning community. FSD was intentional in sharing information specific to divisional goals, outcomes and priorities through a wide-variety of communication means. Communication actions were responsive, visible and aligned to strategic plans and Board priorities. Enhanced public relations, promotional activities, marketing and communication strategies highlighted, showcased, recognized and celebrated educational excellence of The Foothills School Division in providing assurance to stakeholders that we are advancing student growth and achievement.
- FSD established processes, programs/services, strategies and locally identified measures/data, to demonstrate how and to what extent, we are meeting our responsibilities in each assurance domain which demonstrates we are considering and responding to student needs and local context.

Continuous Improvement and Assurance

Key insights from results analysis of Continuous Improvement and Assurance Strategies that informed our FSD Education Plan

The Foothills School Division is committed to providing assurance to students, staff, parents, community and Alberta Education that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions and evidence that help build confidence in the education system. Our assurance is achieved through strategies of relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.

Performance Measures	Board Highlights & Trustee News	Trustee Guide to Good Governance	Board Policies & Administrative Procedures Process	FSD Strategic Plans aligned with Assurance Domains	Classroom Practice Innovative Projects (CPIP)	System Planning
Evaluation	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*

Impact of Continuous Improvement and Assurance Strategies: Strengths and Areas for Refinement

Parental Involvement and Continuous Improvement
- Increase in % of teachers, parents and students that indicate their school and schools in their jurisdiction have improved/stayed the same the last 3 years which is strong evidence of continuous improvement.
- Increase in % of teachers and parents satisfied with parental involvement in decisions about their child's education which is an indicator for continued and ongoing improvement in stakeholder engagement in decision-making.

Good Governance
- FSD nurtured a culture of continuous improvement and collective responsibility by advancing elements of good governance including the development of the FSD Trustee Guide to Good Governance and Policy Review Engagement .
- FSD established a system of accountability and assurance that focused on continuous improvement, evidence-informed decision making and stakeholder engagement as evident in Administrative Procedure 118: Annual Assurance Actions.
- The FSD vision, mission, priorities and guiding principles for decision-making provides overall direction for system planning.
- FSD developed a new communication plan in sharing Trustee News at School Council Meetings and within the school community.

Assurance
- A clear connection between school and division plans and priorities, provides strategic direction for the entire Division. FSD Administrative Procedure 102: School Annual Education Plans and Annual Education Plan Results Reports.
- FSD interpreted and reported results to parents, students, Alberta Education and the public sharing areas of strength, areas for improvement and next steps through the Annual Education Results Report 2019-2020 and Education Plan 2020-2023. FSD used results to improve the quality and effectiveness of education programs to improve student learning and achievement. Administrative Procedure 101: Annual Education Results Report

- FSD developed and deployed robust school and system level assurance measures. Evidence of growth in structures and systems that support collaboration, collective efficacy and responsibility. FSD's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- Updated Administrative Procedure 100: Three-Year Education Plan and AERR to align with the Assurance Model and developed FSD Assessment, Assurance and Accountability Strategy Administrative Procedure 100 Three-Year Educations Plans and Annual Education Results Report (AERR). FSD's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance.

Our story of support for each learner

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education, foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner. *FSD Board Policy 01: Division Foundational Statements*

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.	- Learners contribute to developing and advancing cultures of wellness and well-being. - Learners contribute to and feel welcomed, cared for, respected and safe. - Learners access a continuum of support.	- Improved wellness and wellbeing in students and staff. - All students and staff demonstrate understanding and respect for the uniqueness of all learners. - All learning environments are welcoming, caring, respectful and safe.

Students will learn
- to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change
- to build resilience and positive mental health skills for suicide prevention
- to know the difference between and how to manage health stress and traumatic stress *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11*

"As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds." *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17*

- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Improved understanding of an inclusive education system is shared by all education partners..
- Improved collaboration with education partners to support learning.
- Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.
- Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

Strategies are actions taken to achieve goals and desired outcomes

Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support **individual wellness and well-being** for both staff and students.

Strategy 2: Continue to use data and feedback to support staff and student leaders with planning and strategies to ensure **safe, caring, and welcoming learning environments** across our system**.**

Strategy 3: Continue to **develop knowledge and skills** within wellness and well-being through a continuum of learning and wellness opportunities that allow access for each learner in our system.

Measures and Targets

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

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

Local
- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Guarding Minds Survey** (Staff): Evidence of growth and improvement.

Strategy 4: Continue to develop the knowledge, skills, and capacity of staff and student leaders across the system to advance cultures of wellness and wellbeing through a **shared and collaborative leadership** approach.	● Evidence of feedback from Staff Advisory and Students' Matters impacts decision making. ● **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal *Desired Result*	Outcomes	Indicators *Indicators of achieving outcomes.*
Advance our Continuum of Supports Continue to develop and advance our continuum of support.	*Measurable statements of what FSD seeks to achieve.* FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools. A board, as partner in education, has the responsibility to 　　(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education. *Alberta Education Act, pages 39-40* "To support children and students in attaining the goals as stated in the *Ministerial Order on Student Learning*, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports." *Alberta Guide to Education, Page 27*	Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

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

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.

Measures and Targets

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

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

Local
- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **School and Divisional Student Continuum of Supports**
  Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **School-based Students' Matters Engagement**
  Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for SUPPORT

For further information on SUPPORT follow links to:
Comprehensive School Health
FSD Parent Learning Link - **FSD Staff Learning Link** - **FSD Student Learning Link**
Support for each learner
Staff Wellness and Student Well-being
Safe and Caring Learning Environments
Accessing my Learning and **Academic Resources** and **Learning Opportunities**
Community Resources and **Resiliency**

Learning Supports
Key insights from results analysis of Learning Support Strategies that informed our FSD Education Plan

The Foothills School Division is committed to nurturing 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. Learners can access a continuum of supports and are supported in academic achievement, wellness and well-being.

Performance Measures	Program Access 75.2%	Students at Risk Services 85.0%	Student Support	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
Evaluation	*GOOD*	*EXCELLENT*	*GOOD*	*GOOD*	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

Impact of Learning Support Strategies: Strengths and Areas for Refinement

- Increase in the percentage of teachers, parents and students in 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. This is evidence of strength in strategies regarding sense of belonging and school culture.
- Student's perception of a safe and caring environment is consistent and positive as indicated in the SOS-Q Survey.
- Peer relations are strong Gr. 4-6 but decline Gr. 10-12 as indicated in SOS-Q Survey.
- Participation and belief in the value of extra-curricular is strong Gr. 7-12 as indicated in SOS-Q Survey.
- FSD gathered student voices through the Students' Matters Committee in developing strategies to support a safe, caring and welcoming learning culture. Students' Matters Committee focused on Mental Health & Wellness. Committee members identified issues facing students in their school and brainstormed ideas to address these concerns and promote mental health. Great initiatives were co-created and implemented by students to support safe, caring and welcoming learning environments.
- Increase in percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. This is evidence of structures, systems and strategies FSD uses to support students and families through a strong continuum of support accessible to students, staff and parents. 80.9% of students indicate satisfaction with accessibility, effectiveness and efficiency of programs and services which is significantly above provincial average indicates impact of FSD strategies in supporting student success through a strong continuum of supports.
- Significant increase and above provincial average for parent satisfaction with accessibility, effectiveness and efficiency of programs and services for students in the community which is evidence of parents as partners and strong community partnerships in FSD.
- FSD Learning Links for staff, students and parents is an important resource for student growth and achievement.
- An increase above provincial average in percentage of teachers, parents and students in agreement that programs for children at risk are easy to access and timely. This is evidence of the strength of FSD structures, systems, programs and strategies that support wellness, well-being and academic achievement. As well, this is evidence of the success FSD has in collaborating and problem-solving around specialized supports for students with complex needs with parents, through partnerships, services and collaborative School Linked Teams.
- Student's ability to cope and adapt in the face of challenges is a strength in grades 7 -9 and areas for continued improvement grades 4-6 & 10-12 as evident in SOS-Q Survey.
- Student's confidence to be successful at school is stronger in grades 4-9 than 10-12 as indicated in the SOS-Q survey.
- FSD's Mental Health Capacity Building grant continues to support mental health, wellness and well-being of Learners in our school community. Community events, connections with partners, in school supports and summer programming are provided by our Minds Matter team across the Division.

Our story of success for each learner

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner. *FSD Board Policy 01: Division Foundational Statements*

Goal 1 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	"Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations." *AB ED Ministerial Order on Student Learning, p. 2* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategy 1: Advance systemic staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of "Maker-centered Learning", CTF and CTS and within Foothills School Division as a strategy for engagement and future career orientation for students.	**Provincial** ● **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. ● **Work Preparation:** Increase in 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.
Strategy 2: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills Students.	● **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
Strategy 3: Grow community partnerships that provide students with authentic industry experience and lasting local connections.	**Local** ● **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.
Strategy 4: Celebrate learning and success to tell the story of student growth and achievement while providing evidence for future staff learning.	● **MyBluePrint:** Evidence of advancing use of myBlueprint. ● **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
Strategy 5: Advance the use of myBlueprint as an ePortfolio and career exploration tool	● **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 2 *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	Outcomes *Measurable statements of what FSD seeks to achieve.* Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. "Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52* "Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts." *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020*	Indicators *Indicators of achieving outcomes.* ● Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

Strategies *Strategies are actions taken to achieve goals and desired outcomes.* **Strategy 1:** Advance the system wide use of the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers through ongoing learning opportunities to support teachers with	Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* **Provincial** ● **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.

planning for deep and transfer learning in any learning environment for optimum student success.

Strategy 2: Advance the use of the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers to provide ongoing learning opportunities focusing on increasing the understanding and use of high yield instructional tools and strategies in any learning environment to ensure student success.

Strategy 3: Advance student success by increasing understanding of the principles and impact of continuous teacher assessment, evaluation, and reporting through the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers to ensure powerful assessment practices.

Strategy 4: Advance awareness of high impact, research based assessment *principles* and *practices* to achieve optimal student success in any learning environment.

Strategy 5: Support teachers with foundational learning in preparation for a new Alberta curriculum.

- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.
- Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.
- School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 3	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance First Nations, Métis and Inuit student success Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	First Nations, Métis and Inuit learners are successful. Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success. Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. "Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation." *AB ED Ministerial Order on Student Learning, p. 2*	● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

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 Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.
	Provincial
	● **Learning Outcomes (PAT & Diploma):**
	  o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
	  o Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence

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: Foothills School Division will continue to provide a continuum of Student Supports to promote Indigenous Student Success.

on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- o Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
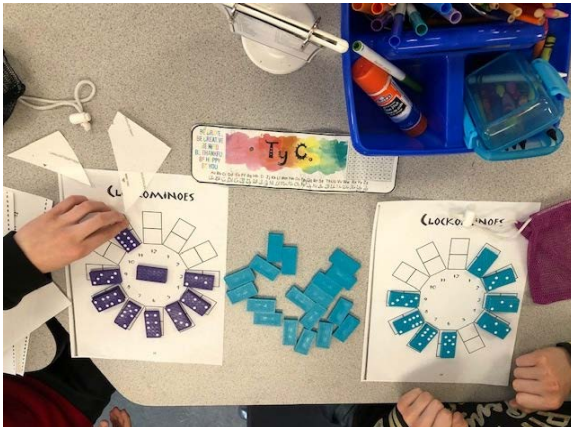
Local
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 4	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.	Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1*	● Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. ● Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ● Improvement in foundational numeracy and mathematical knowledge and skills for all students

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategy 1: Advance the development and application of divisionally developed Excellence Commitments to clarify the essential understandings, high-yield strategies, and resources available for teacher use in each classroom at each grade level to support student growth and achievement.
 	
 Strategy 2: Advance the use and consistent application of all Local Measures (grade level assessments in literacy and numeracy) to inform teacher practice and support student growth and achievement.
 	
 Strategy 3: Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Parent Learning Link and Student Learning Link to benefit all stakeholders for student growth and achievement.
 	
 Strategy 4: Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills
	Provincial
	 ● **Learning Outcomes (PAT & Diploma):**
	   o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
	   o Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
	 Local
	 ● **RRST (Reading Readiness in English & French):** Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

within subject areas and across all subjects for overall student growth and achievement.

- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **GB+ & DRA (Literacy Assessments in French):** Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 5 *Desired Result* **Advance excellence in teaching, learning and leading** that results in improved student growth and achievement.	Outcomes *Measurable statements of what FSD seeks to achieve.* Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*	Indicators *Indicators of achieving outcomes.* ● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ● Teachers and leaders improve their professional practice in learning for transfer. ● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

| Strategies *Strategies are actions taken to achieve goals and desired outcomes.*	Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*
Strategy 1: Continue to develop the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance system wide understanding of how to plan for deep, transferable learning for student success. **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.	**Provincial** ● **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. **Local** ● **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in

Strategy 3: Advance optimal student learning through the development of collective instructional leadership efficacy to coach for deep and transfer learning by providing professional learning for our school based leaders.

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: Continue to focus on key goals within each of the priorities of Engagement, Support and Success that results in optimum student learning through a learning plan to support teachers with a new Alberta curriculum.

50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
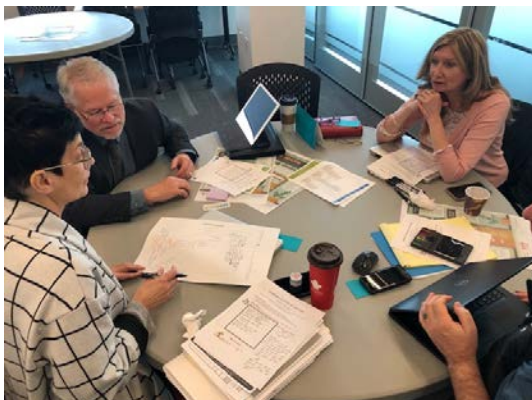
Assurance Links for SUCCESS

For further information on SUCCESS follow links to:
Innovation and Design/Career Futures
FSD Truth and Reconciliation For Learner Success Toolkit and **First Nations, Métis and Inuit** Resources
Professional Learning Calendar and **Professional Learning Opportunities and Resources**
Numeracy Excellence Commitments and **Literacy Excellence Commitments**
French Language Arts Excellence Commitments and **French Services**
FSD Staff Learning Link - **FSD Parent Learning Link** - **FSD Student Learning Link**
FSD Framework for Learning and **FSD Continuity of Learning**
Administrative Procedure 360 Assessment, Evaluation and Reporting and **Design and Assessment Resources**

Student Growth and Achievement

Key insights from results analysis of Student Growth and Achievement Strategies that informed our FSD Education Plan

The Foothills School Division is committed to supporting students in gaining the knowledge and skills to form the foundations for successful and fulfilling lives, and making meaningful contributions to their communities and the world. This requires students to take what they know and transfer it to new situations to make sense of the world around them. Learners are supported towards this goal through the four priority areas of Innovation and Design, First Nations, Métis and Inuit student success, literacy and numeracy, and learning for transfer.

Performance Measures	Innovation & Design Framework	Competency Development	Hub@Home	First Nations, Métis & Inuit Student Success
Evaluation	EXCELLENT	GOOD	EXCELLENT	GOOD

Literacy				
Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	**Listening** 66%	**Vocabulary** 77%	**Comprehension** 73%	
Evaluation	ACCEPTABLE	GOOD	GOOD	

Numeracy & Mathematics				
Performance Measures % of students at or above grade level (Grades 2 – 10) MIPI Assessment	**Number** 74.1%	**Patterns & Relations** 77.9%	**Shape & Space** 80.4%	**Statistics & Probability** 82.5%
Evaluation	GOOD	GOOD	EXCELLENT	EXCELLENT

Student Intellectual Engagement in Learning				
Performance Measures % of students who agree	**High Expectations** 95.8%	**Relevance** 79.6%	**Rigor** 92.3%	**Effort** 90.8%
Evaluation	EXCELLENT	GOOD	EXCELLENT	EXCELLENT

Impact of Student Growth and Achievement Strategies: Strengths and Areas for Improvement

Student Learning Opportunities in FSD
- FSD maintained a level of excellence in the program of studies as a result of the quality and variety of opportunities for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- High School Completion rates improved significantly achieving a level of excellence and the 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 is consistently high in FSD. This is a result of the five core strategies FSD focuses on including tracking student progress, successful transitions, student engagement, collaborative and community partnerships and positive connections.

Student Learning Achievement in FSD
- 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 including Mastery Learning, Rigorous and Relevant Curriculum, Personalization, Flexible Learning Environments (FSD HUB Programming), High-quality teaching, Learning and Leading, Meaningful Relationships, Home and Community Involvement, Assessment and Welcoming Learning Environments.

    Literacy
    - Literacy Assessment (GRADE) identifies vocabulary as an area of strength, comprehension as having consistent achievement and listening as an area for improvement (Gr. 2-9) which is evidence of structures, systems and strategies to strengthen literacy in FSD.
    - Strengths in literacy in each grade include: Gr. 2 (vocabulary); Gr. 3 (comprehension); Gr. 4 (vocabulary); Gr. 5 (comprehension); Gr. 6 (vocabulary); Gr. 7 (vocabulary); Gr. 8 (vocabulary); Gr. 9 (listening). Vocabulary tends to be consistently strong across grades, and listening and comprehension generally improves as student's progress through the grades.

    Numeracy
    - Strength in mathematical understanding is evidence of structures, systems and strategies utilized in FSD. Particular strengths in each grade include: Gr. 2 (patterns & relations, shape & space, number); Gr. 3 (statistics & probability, patterns & relations, number); Gr. 4 (statistics & probability, shape & space, patterns & relations); Gr. 5 (patterns & relations, shape & space, statistics & probability, number); Gr. 6 (statistics & probability, patterns & relations, shape & space); Gr. 7 (statistics & probability, shape & space); Gr. 8 (patterns & relations); Gr. 9 (patterns & relations); Gr. 10 (number). Significant strength in most areas in mathematical understanding Grades 2-7, challenges in most areas Grades 8-10. More attention needed in design, instruction, assessment and interventions for Gr. 8-10 in math.
    - Grades that demonstrate higher levels of being at or above grade level in mathematical understanding include Grades 2-7 (76.0-93.7%). Evidence indicates an area for growth and improvement would be in Grades 8-10.

    Student Intellectual Engagement
    - In the FSD Student Intellectual Engagement Survey (Expectations) 95.8% of students Gr. 4-12 indicate: teachers expect them to do well, encourage them to improve, expect them to work hard.
    - In the FSD Student Intellectual Engagement Survey (Relevance) 79.6% of students Gr. 4-12 indicate: they apply what they have learned in school to everyday life; understand why they are learning things; want to learn because it is enjoyable; want to learn to get a good mark; what I learn is meaningful to me.

- ○ In the FSD Student Intellectual Engagement Survey (Rigor) 92.3% of students Gr. 4-12 indicate: teachers share learning targets so students know what they are learning; they understand what is mastery and excellence in learning; asked questions that are challenging; teachers talk to students about their work so they can improve.
- ○ In the FSD Student Intellectual Engagement Survey 90.8% (Effort) of students Gr. 4-12 indicate: they have to think hard about learning; had to learn about problem-solving in different ways in different subjects.
- ○ The FSD Student Intellectual Engagement Survey indicates that students are more engaged in Science and Social Studies and less engaged in Math and ELA which is consistent across all Grades 4-12.

Preparation for Life-long Learning, World of Work and Citizenship
- Diploma exam participation and transition rates have maintained an acceptable level and will continue to improve in FSD with the implementation of our Innovation and Design Framework and FSD Career Futures. Innovation and Design aligns and enhances learning experiences and opportunities for students in maker-centered learning, CTF and CTS programming. FSD Innovation and Design Framework includes: Purpose, Principles and Best Practices for engagement and success for each learner (Programming and Pedagogy); Structure; Assessment; Progressions, Community Partnerships; and Implementation Resources for maker-centered learning for grades K - 4, Career and Technology Foundations grades 5 - 9 and Career and Technology Studies grades 10 - 12.
- Citizenship continues to be an area that FSD excels, with a focus on competency development for successful learners including critical thinking; problem solving; managing information; communication; collaboration; cultural and global citizenship; personal growth and well-being; creativity and innovation. The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship is consistently very high and at a level of excellence. Teachers design learning for transfer through competency development and report out progress on successful learner competencies on student learner profiles.
- FSD builds and supports understanding of learning competencies and their relationship to concept-focused learning and learning for transfer through designing learning and reporting on student progress on the Learner Profile.
- Percentage of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning continues to increase in FSD which is a result of a focus on competency development, concept-based learning and learning for transfer. Implementation of FSD Career Futures will enhance career and academic exploration for students Kindergarten to Grade 12 to develop life-long learners and active citizens that are well-prepared for the future.

Teaching and Leading

Key Insights from Results Analysis of Teaching and Leading Strategies that informed our Education Plan

In the Foothills School Division, we focus on developing excellence in teaching, learning and leading. We enhance structures and conditions that support reflective practice and collaborative learning to cultivate collective efficacy. We create opportunities for staff to collaborate and design high quality, engaging learning together. We deliberately design structures and provide opportunities for leadership collaboration across our system in order to advance system wide continuous improvement and excellence in learning. FSD teachers apply effective planning, instruction and assessment practices. Students are engaged in relevant, meaningful learning. By organizing learning through a conceptual lens, and designing learning that allows students to see connections between concepts, we prepare students to be the leaders of tomorrow. Teaching through a conceptual lens allows us to engage students as critical thinkers, innovators, collaborators and creative problem solvers.

Performance Measures % of teachers who agree	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented
	98.3%	97.3%	95.4%	95.6%	93.7%
Evaluation	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*	*EXCELLENT*

Impact of Teaching and Leading Strategies: Strengths and Areas for Refinement

Student Learning Opportunities in FSD
- Quality of Education continues to be a strength for FSD with a very high level of achievement. Teachers, parents and students indicate satisfaction with the overall quality of basic education at the level of Excellent. This is evidence of excellence in teaching, learning and leadership in FSD.

Continuous Improvement in FSD
- 83% of teachers in FSD report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. This is evidence of the strength in FSD's professional learning plan and high-quality professional learning opportunities provided that are responsive to the voice of teachers in the system.
- 91% of teachers agree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.
- 80% of teachers agree that professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs.
- 79% of teachers agree that professional development opportunities made available through the jurisdiction have significantly contributed to their ongoing professional development.

Professional Learning
- There is growth and improvement year after year in all areas of the FSD Professional Learning Community Survey which includes: shared vision, mission and goals; collaborative culture; collective inquiry, efficacy and reflective practice; evidence informed practice and action oriented.
- 98.3% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a shared vision, mission and goals which is evidence of focusing direction, clear priorities and aligned educational plans.
- 98.3% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a collaborative culture which is evidence of impact of structures and systems that support collaboration such as professional learning communities, communities of practice and teacher cohorts.
- 95.4% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a collective inquiry, efficacy and reflective practice.
- 95.6% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with evidence informed practice and action research focus.
- FSD develops excellent teaching and leadership practices to optimize student learning and achievement. Through the facilitation of the implementation of the new Teaching Quality Standard and Leadership Quality Standard, reflection and professional learning is aligned with provincial priorities and expectations. High-quality professional learning opportunities build the capacity and expertise of teachers in designing

learning and instruction that engages students and optimizes student learning and achievement. A system-wide professional learning plan outlines the through-line for professional learning across the system and includes both whole system collaborative learning, as well as, cohorts and lead teacher groups in support of shared leadership and collective responsibility. Structures have been implemented to promote teaming, shared leadership, collaborative learning and collective efficacy.

Financial Statements

Summary of Financial Results
The Board of Trustees and The Foothills School Division, is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan.

Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our Vision and Mission Statements;
·   Engagement, Support, and Success for each learner.
·   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 Statements may be viewed on the Foothills School Division website at:
·   2019/20 AFS https://www.fsd38.ab.ca/Financial%20Reports.php
·   2018/19 AFS https://www.fsd38.ab.ca//docuements/general/Signed%20AFS%20FSD.pdf
·   2017/18 AFS www.fsd38.ab.ca//documents/general/AFS%202018.pdf
·   2016/17 AFS www.fsd38.ab.ca//documents/general/2017%20Audited%Financial%Statements.pdf
A one-page summary of the 2019/20 Financial Statements can be found at: https://www.fsd38.ab.ca/Financial%20Reports.php
Combined Statements of other Provincial School Jurisdictions can be found at: https://www.alberta.ca/K-12-education-financial-statements.aspx

Budget Summary
Budget Summary: https://www.fsd38.ab.ca//documents/general/Budget%20Summary%202021-22.pdfBudget Infographic: https://www.fsd38.ab.ca//documents/general/Budget%20Infograph%202021-22.pdf

Facility and Capital Plans
The latest Capital Plan may be viewed on the Foothills School Division website at the following:
https://www.fsd38.ab.ca//documents/general/Capital%20Plan%202021.pdf
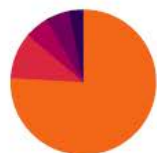
REVENUES $93,282,285
EXPENSES $97,396,614
DEFICIT -$4,114,330

76.05%	INSTRUCTION
10.30%	OPERATIONS & MAINTENANCE
5.32%	SUPPORTED CAPITAL & DEBT SERVICES
5.18%	TRANSPORTATION
3.15%	ADMIN

Foothills
SCHOOL DIVISION

FACTS, FIGURES
& BUDGET CHALLENGES
2021-2022

SCHOOL BUS COSTS

THE PROVINCE FUNDS SCHOOL DIVISIONS THROUGH GRANTS. TRANSPORTATION IS A GRANT WHERE EXPENSES CONTINUE TO BE HIGHER THAN REVENUES. IF TRANSPORTATION WAS BALANCED THE DIVISION WOULD BE ABLE TO ADD BACK INTO THE SYSTEM THE FOLLOWING EXAMPLES

2018-19	2019-20
- $522,108	- $428,568
2020-21	2021-22
- $221,001	- $338,163

SCHOOL BUS EXPENSES
$574,763 DEFICIT EQUALS ONE OF:

TEACHERS	5.5
SCHOOL COUNSELLORS	6
ED. ASSISTANTS	15
LOFT BOARDS	169
CHROMEBOOKS	2,327

Budget Infographic

FACILITY SERVICES (10.3%)
REVENUES $8,078,009
EXPENSES $10,034,872
DEFICIT -$1,956,863

TRANSPORTATION (5.2%)
REVENUES $4,474,555
EXPENSES $5,049,318
DEFICIT -$574,763

DIVISION OFFICE (3.1%)
REVENUES $3,094,605
EXPENSES $3,065,904
VARIANCE $28,701

INSURANCE COSTS

INSURANCE COSTS HAVE INCREASED 400% SINCE 2018. INSURANCE IS A PROVINCIAL REQUIREMENT AND PART OF A NUMBER OF GRANTS.

2018-19 $568,030

2019-20 $1,343,500

2020-21 $2,550,000

2021-22 $2,130,000

INSURANCE EXPENSES
$1,560,000 DEFICIT EQUALS ONE OF:

TEACHERS	15
SCHOOL COUNSELLORS	16
ED. ASSISTANTS	41
LOFT BOARDS	459
CHROMEBOOKS	6,316

REVENUE SOURCES

ALBERTA EDUCATION	95.22%
FEES, FUNDRAISING, DONATIONS	3.59%
OTHER	0.83%
FEDERAL GOVERNMENT	0.36%

STAFF

TEACHERS	440
PRINCIPALS & VP'S	47
ED. ASSISTANTS	121
SCHOOL BUS DRIVERS	72
SECRETARIES & OFFICE	35
SCHOOL COUNSELLORS	13
LEARNING COMMONS	19

2.2%
3.7%
8.1%
10.4%
70.9%

6.2%
23.7%
68.7%
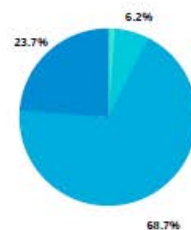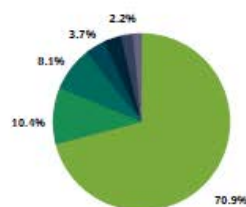
STUDENTS

101	JUNIOR KINDERGARTEN
500	KINDERGARTEN
5,500	GRADE 1-9
1,900	GRADE 10-12