

THREE-YEAR EDUCATION PLAN

& ANNUAL EDUCATION RESULTS REPORT

2018-2021



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!**

TABLE OF CONTENTS



Board Chair & Superintendent Message	Page 1
Accountability Statement	Page 2
Foundation Statements	Page 3
Key Priorities	Page 3
Learning Goals	Page 3
Framework for Learning	Page 4
Accomplishments	Page 5
Trends & Issues	Page 6
Division Highlights	Page 7
Combined 2018 Accountability Pillar	Page 10
Outcome One	Page 11
Outcome Two	Page 20
Outcome Three	Page 24
Outcome Four	Page 27
Outcome Five	Page 31
Future Challenges	Page 33
Financial Summary	Page 34
Budget Report	Page 34
Capital & Facilities	Page 35
Parental Involvement	Page 37
Timelines & Communication	Page 38
Whistleblower Protection	Page 38



BOARD CHAIR & SUPERINTENDENT MESSAGE

Foothills School Division is committed to building an educational system that ensures quality teaching and optimum student learning. In this Three Year Education Plan (3YEP) / Annual Education Results Report (AERR), you will see that overall measures related to student learning and achievement in Foothills School Division (FSD) have continued to improve according to provincial assessment results released by Alberta Education. Foothills School Division is at or above Provincial Standards in 11 out of 16 measures and continues to focus on growth and improvement. Among the areas that have shown considerable improvement are High School Completion, Drop Out Rate, Program of Studies and Diploma Exams in Grade 12 at the Acceptable level.

Foothills School Division is committed to ensuring every student has learning opportunities that assists them in reaching their fullest potential. We believe in supporting the whole child to ensure that they succeed not only academically, but feel that they are a valued member of their school community and develop the confidence and competencies to be successful. Foothills School Division is fortunate to have highly qualified and dedicated staff that continue to focus on improving learning for all students. We use this report to help to inform where strategies that we have employed have been effective and what areas for growth and focus we must continue to work diligently to improve learning for all students.

Provincial data is one indicator of how our Division is performing as a whole. Overall we continue to see improvement at the Division level in results on provincial measures. This is a continuing trend of improvement and growth. In the October 2018 Division level report there are no provincial measures which report any decline, issue, or concern.

On behalf of the Foothills School Division, we would like to extend our appreciation to every Division employee for providing a quality learning environment for our students. We remain committed to fostering a culture of belonging through a well-developed continuum of supports addressing students' strengths and needs. Our educators design intellectually engaging learning within the Programs of Study ensuring students are literate and numerate, providing opportunity and supports to achieve optimum learning. The provincial results remain one of several respected measures in the assessment and evaluation process supporting student independence and self-efficacy in their learning.

Larry Albrecht
Chair, Board of Trustees
Foothills School Division

Pamela Rannelli
Acting Superintendent of Schools
Foothills School Division



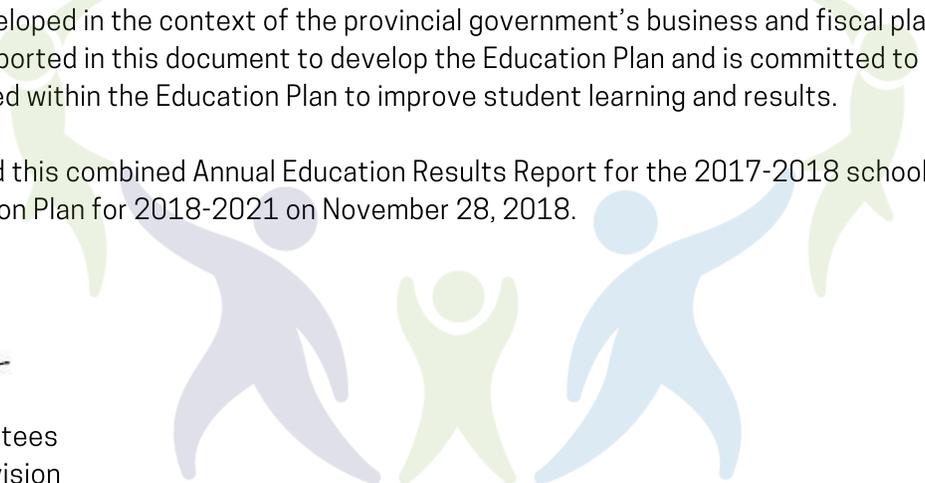
ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 for Foothills School Division No. 38 were prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Management Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in this document to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan for 2018-2021 on November 28, 2018.



Larry Albrecht
Chair, Board of Trustees
Foothills School Division



FOUNDATION STATEMENTS

Foothills School Division's Board of Trustees reviews its foundational statements – Mission, Core Values and Guiding Principles – on an annual basis and revises them as required. Please visit www.fsd38.ab.ca/Mission.php.

KEY PRIORITIES

The Board of Trustees is committed to ensuring all students have the educational opportunities that will ensure their future success. To that end they have established these key priorities that guide our focus across the system.

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

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

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

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

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

LEARNING GOALS

To achieve **optimum student learning** all stakeholders will...

- **Goal One** - develop the necessary knowledge, skills, understanding and attitudes to achieve personal excellence
- **Goal Two** – collectively contribute to and cultivate a safe, caring, and welcoming learning culture.

During the past three years Foothills School Division embarked on a process of collecting stakeholder feedback from students, teachers, parents, and trustees about their beliefs around quality teaching and learning. The purpose of this iterative process was to develop a "Framework for Learning" that would provide an outline of a common language and pedagogy that would be present in every school and classroom in the Division. It outlines agreed upon beliefs and commitments that will help to focus professional learning, best practice, and capacity building. This Framework for Learning supports the changes and evolution of education, and we believe, will support optimum student learning now and in the future .

FRAMEWORK FOR LEARNING



WE BELIEVE

- Each child is a learner and deserves the opportunity and supports to achieve optimum learning.
- In learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.
- Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.
- Ongoing learning and critical reflection ensures quality teaching and optimum student learning.

OUR COMMITMENT

- Foster a **culture of belonging** where diversity is expected and celebrated where each learner is welcomed, cared for, respected and safe.
- Design **intellectually engaging learning within the program of studies**. Learning opportunities are relevant, purposeful and differentiated to develop knowledge, skills, conceptual understanding and deeper thinking.
- Develop and provide a **continuum of supports** to address students' strengths, needs and areas for growth.
- Develop **competencies** within each learner for lifelong learning and active citizenship through collaboration, critical thinking, communication, creativity and innovation, problem solving, managing information, personal growth and well-being, as well as cultural and global citizenship.
- Ensure students are **literate and numerate**. Learning opportunities are designed in all subject areas and grade levels to develop learners' ability, confidence and willingness to engage, communicate and create.
- Design **assessment and evaluation** to support **student independence and self-efficacy in their learning**. Students know where they are, where they need to be, and next steps in learning through clear success criteria, learning targets, and effective feedback. Ongoing assessment/student evidence is used to guide instruction and improve student learning.
- **Collaborate** as a learning community to support each learner's success.

ACCOMPLISHMENTS

The Board of Trustees believe in and support innovation in learning. They believe innovation happens at the classroom and school level. With this in mind, the Board has initiated the **Classroom Innovation Program Initiative** (CPIP). They have set aside \$1,000,000 for a five-year period to support grassroots action research projects led by teachers, students, and/or parents that demonstrate innovative ways to improve learning outcomes for students. We will be entering our third year of innovative projects in September 2018. These projects range from classroom based projects to whole school and multi-school projects. All the projects are focused on innovative ways to engage students in learning. The data and evidence that we are gathering from these projects will help to inform best practice and impact on which strategies are being scaled up at a Divisional level. Examples of 2017-18 projects include:

Creating Cultures of Thinking / Making Thinking Visible

Visible. Preliminary work with the new Alberta Education Curriculum has proven to be very focused on curriculum structure that is based on designing learning for deep understanding and ensuring that students become critical thinkers and problem solvers. Harvard University offers online courses that are meant to be taken as a cohort of teachers that learn together, use the strategies taught in their classrooms, and share that evidence with others. Teachers took these courses on their own time and met after school hours to learn together. As a commitment of the courses, teachers utilized these strategies in their classrooms and shared outcomes with the cohort. Teachers reported that students demonstrated deeper levels of thinking in their learning when these strategies were utilized.

The teachers shared their learning with colleagues in their schools and are building the capacity of others during School Based Learning Days and System Learning Days. There are approximately 35 teachers across 8 schools that took the courses “Making Thinking Visible” or “Creating Cultures of Thinking”. Schools include: Oilfields School, Westmount School, Spitzee School, École Secondaire Highwood High School, Millarville Community School, École Senator Riley School, and École Okotoks Junior High School.

Stories Matter was designed to increase foundational knowledge of First Nations, Métis, and Inuit cultures for all stakeholders within the Cayley School community of learners - students, teachers, parents, and the community at large. With this focus, the project lent itself to exploring other cultural “truths”, cultural diversity, and reconciliation within both the school community and the community at large. Through stories, these cultures’ “truths” have been and will continue to be compared and contrasted with others that exist in Alberta, Canada, and/or in other parts of the world. Through a differentiated language arts and arts-based collaborative approach, students, parents, and staff are well on their way to developing a better understanding of the power and purpose of story within cultures and for them as individuals. The school team will be presenting at System Learning Day in February 2019.

Doc’s Design Lab is a whole school project undertaken by Dr. Morris Gibson School. It is focused on building capacity of the staff to include design thinking, innovation, creativity, and collaboration in learning that is taking place in the classroom.

The school has transformed spaces to be hubs for MakerSpaces, STEAM activities such as coding, Design Thinking and creativity. Working with teachers to design the project has resulted in purposefully built spaces that align with curricular outcomes and assessments.

What is **Making Thinking Visible**?

Creating opportunities for individuals to make their thinking visible. By externalizing thinking, individuals make their thinking visible to others and themselves allowing them to reflect and improve learning and understanding.
Harvard Project Zero

TRENDS & ISSUES

The Division was stable with a total funded enrollment of 7,718 students. This continues to remain a consistent number year over year.

FSD has continued to hire new staff as part of the overall staffing plan for the 2018-2019 school year. CIF grant funding and deficit spending of the Divisional reserves have been used for both certificated staff and support staff, resulting in increased allocations to reach targeted staffing decisions across the Division at the outset of the 2018-2019 school year.

Division wide we continue to build a collaborative culture of learning through Professional Learning Communities (PLC). Increased staffing levels and CIF funding has continued to provide teachers more embedded time to design learning and assessment that is targeted on improving students learning. Professional learning has provided increased capacity for staff to engage in school based Collaborative Problem Solving Teams to support the Social Emotional Learning needs of students.

Technology continues to provide both challenges and opportunities for all of our stakeholders. Significant resources have been put into developing wired and wireless infrastructure to support the ever-growing number of devices connecting to our network. Replacement of aging technologies is underway to provide updated large screen display technologies as well as devices for student and staff use.

We have seen a significant increase in the number of students in our Division with diverse learning needs. Of particular significance is the number of students requiring supports for their mental health and well-being. Foothills School Division continues to reach out to other ministries to partner and support our students and staff in this area. In addition, we are continuing to build the capacity across the system through a continuum of supports and services to ensure these students have opportunities to be successful.

FSD provides high quality professional development for teachers. Our focus continues to be on designing engaging learning for students through real, authentic relevant learning opportunities, providing differentiated instruction, as well as, quality assessment practices. Our professional development focuses on leading and supporting an awareness and understanding of our newly created Framework for Learning which outlines our beliefs and commitments in optimizing student learning. To achieve optimum student learning all stakeholders will develop essential knowledge, skills, understandings, and attitudes for personal excellence, and will collectively contribute to and cultivate a safe, caring, and welcoming culture. Our learning will continue to focus on our commitments of fostering a culture of belonging, ensuring students are literate and numerate, developing and providing continuum of supports, designing intellectually engaging learning, developing competencies, developing assessment, and evaluation practices, and continuing to collaborate as a learning community to support each learner's success.



DIVISION HIGHLIGHTS

STUDENTS

Falyn , a grade 8 Okotoks Junior High student won the AJHSRA Breakaway Roping Provincial Championship.

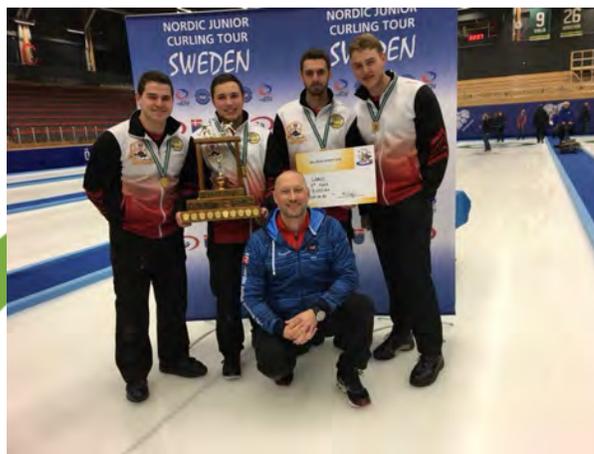
Anika, Gracie, Reilly, and Natalie of École Okotoks Junior High School won the Pee wee Hockey Female Provincial Championships.

École Joe Clark School student Cole was a student leader behind having a buddy bench installed. Cole presented to School Council asking for the funds. Once approved he searched the catalogue, selected the bench, and worked with our maintenance department to have it installed.

40 Heritage Heights students shaved their heads for the Kids Cancer Care Foundation of Alberta, raising over \$35,000!

Jacob, Nick, and Pacen of Oilfields High School won gold in the Over The Pond Curling exchange tournament in Östersund, Sweden.

Conrad from Oilfields High School was chosen for the Provincial Karate Team, travelling and competing in the Karate Canada National Championships in Halifax.



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!

DIVISION HIGHLIGHTS

STUDENTS

Grade 6 student Wynn was successfully granted \$660 from The Educational Partnership Foundation for a Citizenship in Action initiative. Wynn used the funds to create a "hands-on, brains-on club" where students can create their own video games. He continues to bring students together from across different grades that have a passion for technology.

École Secondaire Foothills Composite High School Grade 10 student Tim represented Alberta in the Men's Novice Division at the 2018 Canadian Tire National Skating Championships.

Dr. Morris Gibson School students were invited by the Town of Okotoks to speak with Mayor Bill Robertson and members of Okotoks engineering, planning, and law enforcement to share their study on traffic and school zone safety.

On April 1, 2017, Foothills School Division signed a partnership agreement with the Académie of Nancy-Metz in France. This program aims to allow for student and teacher exchanges along with other collaborative educational opportunities. In 2017-18 we had our first exchange students visit from France. 15 students from Foothills School Division traveled to France for four weeks. Two teachers also participated in a two week teacher exchange. Several French Immersion classrooms have also entered into a virtual exchange program with classrooms in France.



WE BELIEVE

Each child is a learner and deserves the opportunity and supports to achieve optimum learning.

Our Commitment

Develop and provide a continuum of supports to address students' strengths, needs and areas for growth

DIVISION HIGHLIGHTS

STAFF

Division Office staff member Linda Longson competed in the Great Canadian Baking Show. She now visits culinary classrooms and speaks with Foothills School Division students about baking and the television experience.

École Secondaire Highwood High School Principal Bryan Brandford was a linebacker's coach with Team Canada as they defended their title in Mexico City to win the International Federation of American Football (IFAF) U19 World Junior Champions.

Karen Peters was selected as one of the 150 Okotokians who have made a difference. She has been inspiring students at the École Secondaire Foothills Composite High School where she works as an Educational Assistant in the professional cooking department.

Caroline Roberts was selected as a recipient of the 2017-2018 Distinguished Leadership Award presented by the Council for School Leadership of the Alberta Teachers' Association. The CSL Distinguished Leadership Awards creates a learning community of outstanding principals and assistant principals throughout Alberta who can share professionally, interact collegially and act as mentors to new colleagues.

Teacher Jay Langager from École Secondaire Foothills Composite High School / Alberta High School of Fine Arts was named one of the top 10 greatest athletes at the University of Lethbridge. While he was only part of the Pronghorns men's hockey program for three years, Jay Langager left a lasting legacy, exemplifying what it is to be a true student-athlete. Twice a Canada West All-Star, Langager was named both Canada West and CIS Most Valuable Player and Defenceman of the Year during his senior season. He also netted first team Canada West All-Star and All-Canadian recognition. Langager was then named the Canada West Randy Gregg Award winner for combining hockey, academics and community service, representing the conference on the CIS Academic Top 8



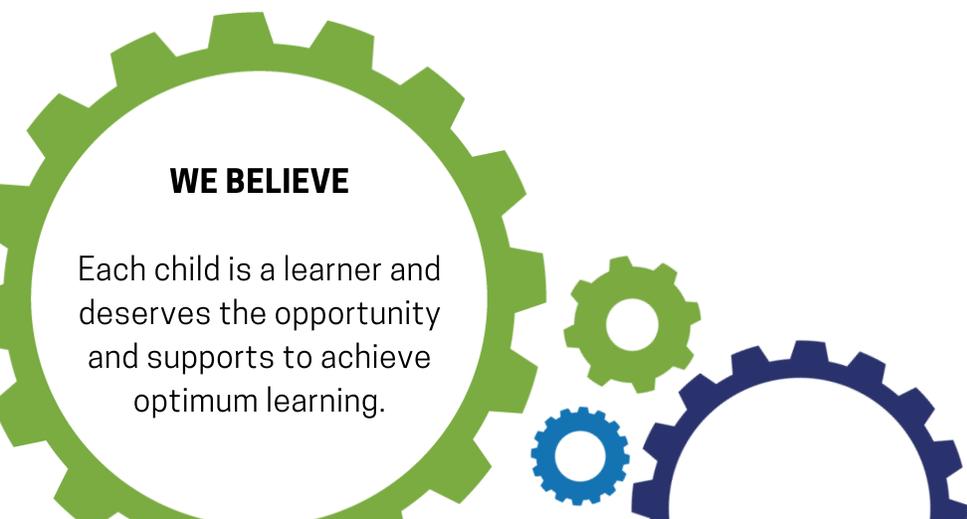
COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	Foothills School Div No. 38			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.4	90.2	89.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.9	84.9	84.6	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	90.2	90.4	89.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.8	1.7	1.7	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	84.7	83.1	84.6	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.7	78.8	76.3	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.6	18.7	16.3	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.6	85.3	85.4	83.7	83.0	83.0	High	Maintained	Good
	Diploma: Excellence	18.0	16.5	17.2	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	48.7	48.9	47.8	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	71.0	70.7	69.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.9	49.6	51.5	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	81.7	79.3	79.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.9	83.5	83.1	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.1	81.9	81.7	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	80.4	80.8	79.9	80.3	81.4	80.7	High	Maintained	Good

Foothills School Division (FSD) has **continued to show growth and improvement** in a number of key areas in Provincial Accountability Pillar measures. FSD exceeds or is at the provincial average in 11/16 of the key measures. Of particular note is our Drop Out Rate and our High School Completion rate. These two measures are two of the most important factors for life long success for students. We continue to see strong results in Provincial Achievement Test (PAT) achievement rates in the acceptable category (77.7%) exceeding provincial rates, as well as an increase in our Diploma Acceptable rate (86.6%), again exceeding provincial averages. FSD continues to be well above provincial rates of students attaining Rutherford Scholarship at 71.0 %. One of our key goals and focus has been on ensuring each student, their parents and teachers feel that FSD provides safe, caring schools, we are pleased that we have achieved a very high result of 89.4%. Foothills School Division continues to ensure that we offer high quality educational opportunities and program of studies, both of these measures exceed provincial rates. We continue to see a key area of improvement to be students that attain a level of excellence both on the PAT and Diploma Exams. We believe that a continued and focused emphasis on literacy and numeracy, and a focus on quality instructional practices will support an increase in this category

WE BELIEVE

Each child is a learner and deserves the opportunity and supports to achieve optimum learning.



OUTCOME ONE

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.8	74.0	76.1	78.8	77.7	78.8	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.2	14.5	15.6	18.7	17.6	19.0	Intermediate	Maintained	Acceptable	20.0	21.0	22.0

Foothills School Division believes that **every student must be encouraged, supported and held to high expectations in order to achieve excellence**. Provincial achievement results indicate students at the Grade 6 and Grade 9 level show strong results in achieving acceptable level (77.7%) relative to provincial standards (73.6%). While we are pleased to see continued improvement, our students still trail the provincial standard at the excellence level. We did see our grade 9 students achieve provincial levels of excellence in English Language Arts, as well we continue to see higher results in our three year average. We will continue to strive for reaching and exceeding the provincial standard in this measure. A system wide focus will continue to ensure that teachers have the ability to design learning that supports students learning at high levels and allows for their opportunity to achieve personal excellence. As part of our focus on continued improvement, we will continue to target literacy instruction and intervention as well as develop those same systems of support in numeracy.



WE BELIEVE

In learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.

OUTCOME ONE

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.8	85.9	84.9	85.3	86.6	87.5	High	Maintained	Good	89.0	90.0	90.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.1	19.3	15.7	16.5	18.0	19.5	Intermediate	Maintained	Acceptable	22.0	23.0	24.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	84.0	84.0	86.6	83.1	84.7	87.0	Very High	Maintained	Excellent	86.0	87.0	88.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	1.5	1.9	1.7	0.8	1.5	Very High	Improved Significantly	Excellent	0.5	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.9	52.2	52.7	49.6	53.9	56.0	Intermediate	Maintained	Acceptable	56.0	56.5	57.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	68.8	70.7	71.0	71.0	n/a	Maintained	n/a	72.0	73.0	74.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	34.4	43.9	50.6	48.9	48.7	53.0	Intermediate	Maintained	Acceptable	53.0	53.5	54.0

Foothills School Division is very pleased that results show that we exceed the province in High School Completion Rate and our Drop Out Rate remains low. All of our high schools are now part of **Moving Forward with High School Redesign** and the work of this project has helped to support our improvement in high school completion. We are pleased to see our overall results show that Foothills School Division exceeds the provincial average for students achieving Acceptable in Diploma Exams as well as Rutherford Scholarship Eligibility Rate.

One of our areas of focus for this year was that more students would be achieving Excellence in Diploma Exams. We are seeing a steady increase in the levels of excellence, however, we continue to lag behind the provincial excellence rates. We will continue to support teachers in designing instruction that challenges students to achieve personal excellence.

WE BELIEVE

Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.



The infographic features a background of interlocking gears in three colors: dark blue, light blue, and green. Each gear contains a white circle with text. The gears are of various sizes and are scattered across the page, creating a dynamic, interconnected visual.

Social Studies 30-1

is consistently above the provincial average in the category of Acceptable

Social Studies 30-2

is consistently above provincial average in the category of Acceptable and currently at the provincial average in the category of Excellence

Both Science 30 and Biology 30

are above the provincial average in the category of Acceptable

Math 30-2

is consistently above provincial average in the category of Acceptable and currently at provincial level in the category of Excellence

Math 30-1

shows a significant increase in percentage of students achieving in the Excellence category

Rutherford Scholarship

is above the provincial average

Drop Out Rate is better than provincial average

Diploma Exams

Grade 12 Acceptable Level is above the provincial average

English Language Arts 30-1

is consistently above the provincial average in the Acceptable category.

English Language Arts 30-2

is above the provincial average in the category of Acceptable and consistently above or at provincial level in the category of Excellence, as well as, above the 3 year trend in provincial average

High School Completion is above the provincial average

OUTCOME ONE

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.4	82.6	83.1	83.5	83.9	85.0	Very High	Maintained	Excellent	85.0	86.0	87.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.6	79.6	80.8	79.3	81.7	82.0	High	Maintained	Good	83.0	84.0	85.0

Foothills School Division continues to have a culture where students and staff take an active role in their communities. Students have the opportunity to **engage in meaningful learning opportunities** with a focus on solving real life problems and preparing them for the world of work when they finish high school. We provide students with a variety of leadership, mentorship, and volunteer opportunities within each of our communities such as the Sheldon Kennedy Youth Champions program. We focus on developing competencies and have a comprehensive Career and Life Management Program that is foundational for the success our students experience in work experience, Green Certificate and RAPP programs.

Student success through safe, caring and welcoming environments for all students is one of our key Divisional goals. All schools have been placing an emphasis on an evidence based practice that supports the growth of the whole child. As part of our Comprehensive School Health - Safe Caring and Welcoming School Team work, each school is building their capacity in implementing an evidence based practice such as Restorative Practice, Social Emotional Learning, Positive Behaviour Supports, Trauma Informed Practice, or Mentorship.

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



OUTCOME ONE

KEY ACTION AREAS & SUPPORTING STRATEGIES

1. Focusing Direction

- Learning Services will lead and support an awareness and understanding of the Framework for Learning with Division staff through School and System based PD, School Leaders, and other groups such as Instructional Coaches and Learning Coaches.

- School Improvement plans for each school have been streamlined to focus on two to three key goals that align with Board and Division priorities and goals. Schools will also be focusing on specific areas of the “Framework for Learning” to ensure quality teaching that results in optimum student learning.

- A Support Team consisting of one member of the Executive Team and at least one member of the Divisional Learning Services Team has been assigned to each school. This Support Team meets with School Administration at least once every 5 weeks to discuss school improvement and growth and to provide timely and continued support to school teams. Researchers from the University of Lethbridge are providing coaching and support for the Executive Team throughout the year. This work will continue to focus on building the capacity of school and system leaders to build readiness for the implementation of the new Standards for School and System Leaders, as well as for teachers that will be implemented in September 2019 in all Alberta schools.

- We will continue to work with each school to ensure they have a strong continuum of supports that meets the needs of the whole child to increase their ability and readiness to learn.



Our Commitment

Foster a culture of belonging where diversity is expected and celebrated where each learner is welcomed, cared for, respected and safe.



OUTCOME ONE

KEY ACTION AREAS & SUPPORTING STRATEGIES

2. Cultivating Collaborative Cultures

- Foothills School Division supports a collaborative learning culture through Professional Learning Communities (PLCs) where classroom teachers focus on student data to inform teaching and instructional design in literacy and numeracy as well the competencies. We will continue to foster and strengthen collective efficacy and collaborative inquiry to impact instruction and student achievement.
- We will strengthen collaborative structures and systems to support the academic, social, emotional, and behavioural needs of students. All schools in addition to PLCs have School Leadership Teams that support the learning of staff in their buildings, student intervention teams, or School Linked Teams that include Family School Liaison Counsellors, Youth Development Coaches, Learning Coaches, and Administrators.
- Division office staff are supporting the modeling and development of Divisional collaborative structures to support optimal learning for all students (ie: Safe, Caring, and Welcoming Leadership Teams, School Linked Teams, HUB (includes Justice, Health and Human Services), and Universal Design for Learning Team).
- All Administrators meet monthly to engage in learning that builds their expertise in school learning leadership.
- A PLC survey is administered in June to all teaching staff to measure teacher's perception of the efficacy of their professional collaboration focused on optimizing student learning. School leaders are given ongoing support and learning on how to continue to build collaborative systems and structures in their building to support student success in all areas.

Our Commitment

Design intellectually engaging learning within the program of studies. Learning opportunities are relevant, purposeful and differentiated to develop knowledge, skills, conceptual understanding and deeper thinking.

Our Commitment

Collaborate as a learning community to support each learner's success.



OUTCOME ONE

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learning - Literacy & Numeracy

- As identified in our Framework for Learning we will continue to put an emphasis on the development of strong literacy and numeracy skills, which are vital to student success in school, work and life. This starts with a strong universal approach to instruction in every classroom and intervention supports for students that require targeted or individualized instruction, specifically in literacy and numeracy.

- A Curriculum Facilitator who will focus on Numeracy Instruction has been hired to support work in this area. They will be developing a Numeracy Framework as well as resources and assessment materials to support teachers in this important area of learning. In partnership with the Instructional Coaches, the Curriculum Facilitator will continue to build capacity in high yield strategies for effective mathematics instruction.

- Collect examples of numeracy design plans across the content areas and explicitly align them to provincial numeracy benchmarks. These design plans will be posted on Teacher Portfolio to ensure all teachers have access. A number of benchmark and intervention resources will be reviewed and assessed in determining effectiveness and utilization.

- Foothills School Division has implemented across all applicable schools, benchmark assessments for Grades K-9 reading. We want to ensure that every child that may be flagged as struggling with the reading process is provided further attention and/or diagnostic assessment.

- Division Benchmark Assessments - The Reading Readiness Screening Tool (RRST) will be administered early to all students in grade one, ensuring that targeted interventions are put in place for the development of identified components of reading. This tool is also used for both English and French Immersion students. Across the Division for grades 2-9, the Literacy Benchmark Assessment GRADE is used to flag students for further diagnostic assessment and intervention. Data will continue to be collected to measure impact of instruction and interventions.

- The Fountas and Pinnell Levelled Literacy Intervention Program is now being implemented throughout the Division to support reading intervention for students that are struggling.

- Through an Alberta Education Research Project, we will develop a deeper understanding of research supported Literacy and Assessment practices in diverse Early Learning classrooms.



Our Commitment

Ensure students are literate and numerate. Learning opportunities are designed in all subject areas and grade levels to develop learners' ability, confidence and willingness to engage, communicate and create.

OUTCOME ONE

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learning - Curriculum & Competencies

- We will continue to build awareness and opportunities for schools to utilize a comprehensive school approach to fostering safe, caring, and welcoming schools. Within the universal approaches for fostering safe, caring, and welcoming cultures we will continue with evidence based practices of Positive Behaviour Supports, Trauma Informed, Restorative, Mentorship, and Social Emotional Competencies chosen by schools based on need and focus.
- We will support understanding of universal design for learning to meet the diverse needs of all learners.
- We will support understanding of the learning competencies and foundational awareness of how these link to concept-based learning and curriculum.
- We will support understanding of making thinking and learning visible and enhance elements that shape a culture of learning.
- We will support understanding of a student-centered approach to teaching and learning.
- We will continue to strengthen instructional leadership through First Nations, Métis, and Inuit Action Research. Learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community will be supported.
- We will develop teaching and learning strategies to support First Nations, Métis, and Inuit learning outcomes.
- We will develop teaching and learning strategies to support student learning in diverse second language classrooms. (French Immersion & French as a Second Language).
- We will support research, innovation, inquiry, and technological approaches to enhance learning for all students.
- We will continue to offer flexible learning opportunities through HUB blended learning courses (online and face to face support) as well as an alternative High School setting (Cameron Crossing) for students who need such flexibility for success.

Our Commitment

Develop competencies within each learner for lifelong learning and active citizenship through collaboration, critical thinking, communication, creativity and innovation, problem solving, managing information, personal growth and well-being, as well as cultural and global citizenship.

Our Commitment

Design assessment and evaluation to support student independence and self-efficacy in their learning. Students know where they are, where they need to be, and next steps in learning through clear success criteria, learning targets, and effective feedback. Ongoing assessment / student evidence is used to guide instruction and improve student learning.

OUTCOME ONE

KEY ACTION AREAS & SUPPORTING STRATEGIES

4. Assessment, Assurance and Accountability

- We will continue to support improvements to instructional and assessment practices that increase student achievement and engagement for all students, utilizing the Alberta Programs of Study.
- We will continue to build the capacity of learning leaders in using internal and external accountability measures / tools / processes for developmental purposes and to benchmark progress. Leaders will identify areas of strength and improvement for educational improvement planning in setting targeted school improvement goals.
- We will identify and use valid tools of measurement to inform strategies, intervention, and accommodations in ensuring safe, caring and welcoming cultures.
- To ensure success in High School and improve our successful High School Completion Rates, all High Schools are focusing on the pillars of High School Redesign. Schools are looking deeply at assessment practices that improve learning outcomes for students and continue to design flexible learning that meet the needs of a diverse student population. We see continued growth of distributed learning opportunities such as the HUB and Summer School so that students have a variety of avenues to complete and excel in High School courses.
- Implementation of the Early Years Evaluation-Direct Assessment (EYE-DA) tool, Division wide, provides early identification of developmental areas requiring attention in kindergarten students that both teachers and parents can support through intervention and growth.
- We will ensure all schools have the capacity to deliver the new CTF/CTS curriculum to ensure students demonstrate an understanding of the opportunities in the world of work and or post-secondary that they might explore upon completion of high school.
- We continue to build assessment, grading and reporting capacity through our reporting software pilot. As of September 2018 all of our schools are using Maplewood software to report student achievement and construct Learner Profiles. A Kindergarten Assessment Advisory Committee was established to review and make recommendations about effective assessment practices, reporting and communicating learning to parents of children in kindergarten. They developed a new Learner Profile for Kindergarten that will be used starting this school year.
- School Counsellors will focus on career and academic advising in supporting students to be successful in school and as they transition into the world of work or post-secondary education.
- Through a variety of strategies and tools including Learning Competencies, Characteristics of Responsible Learners, My Blueprint, and the 4th R program, students at the junior and senior high level will be supported in their plans for graduation, goal setting, building healthy relationships, and exploring post-secondary programs and career opportunities.
- We will support schools with exploration of more successful ways to support student understanding of educational and career pathways including Dual-Credit partnerships and opportunities with post-secondary institutions.
- As school attendance is critical to student success, we have developed an Attendance Toolkit highlighting universal supports, diagnostic tools to determine function of behaviour, targeted interventions, and attendance improvement plans. School Administrators follow the process in the attendance tool kit to ensure any student that is determined to be at risk of attendance issues is provided early intervention.

OUTCOME TWO

THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	36.2	60.2	66.0	61.8	57.6	67.0	Very Low	Maintained	Concern	68.0	69.0	70.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.7	4.4	7.2	11.8	7.0	12.0	Very Low	Maintained	Concern	12.5	13.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.8	75.0	85.2	73.7	73.1	75.0	Low	Maintained	Issue	76.0	76.5	77.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	3.0	2.8	4.9	5.3	13.5	6.0	Intermediate	Maintained	Acceptable	14.0	14.5	15.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	77.1	54.3	81.3	70.6	46.0	82.0	Very Low	Declined	Concern	82.5	83.0	83.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.5	2.9	3.1	3.1	1.8	1.9	Very High	Maintained	Excellent	1.8	1.0	1.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	27.1	30.6	41.5	38.5	23.3	52.0	Very Low	Maintained	Concern	52.5	53.0	53.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	25.0	62.5	41.2	47.0	n/a	Maintained	n/a	62.0	62.5	63.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.3	27.2	22.2	27.4	11.5	40.0	Very Low	Declined	Concern	40.5	41.0	41.0



FSD’s mission statement is focused on meeting the needs of ALL students. As a result, FSD structures programs that are sensitive, inclusive, and respecting of the diversity of all students in our Division. The current First Nations, Métis, and Inuit population in FSD is 258 students. Due to the small numbers, results can vary widely from year to year, particularly in high school based results. We set high expectations and ambitious targets for our First Nations students because we believe in the importance of these students achieving at the same rate as all other students in Alberta. This year we did not meet our targets that students in grade 6 and 9 would achieve acceptable rate in provincial exams. However, we did exceed our target for students that achieve the excellence standard compared to provincial measures. We also improved in the number of students that are achieving excellence in Diploma results but are not yet at provincial standards. We are encouraged by fewer First Nations students dropping out of school and more achieving the Rutherford Scholarship. We will continue to focus on providing high quality education programs to ensure each child reaches their personal level of excellence.

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

Our First Nations, Métis, and Inuit Family School Liaison Counsellor works directly with Indigenous students to build relationships and positive connections with the community and across the Division. They also support social emotional and mental health and wellness needs.

OUTCOME TWO

KEY ACTION AREAS & SUPPORTING STRATEGIES

1. Focusing Direction

▪ We are building the foundational knowledge and understanding of all staff in the area of First Nations, Métis, and Inuit culture and perspectives as well as the Calls to Action of the Truth and Reconciliation Commission. We have established a Division wide Action Research cohort. This cohort has representation from every school. Cohort members meet once every six weeks to dig deeply into understanding First Nations, Métis, and Inuit perspectives, culture, foundational knowledge, and history that support the Calls to Action as well as the new Alberta Curriculum. Each member of Action Research is supporting building the capacity of their school staff by sharing their learning and using current resources and learning with their students. Our Action Research is being supported by resources and expertise from the Calgary Regional Consortium, as well as the Alberta Teachers Association. Foothills School Division System Learning Day in February 2019 will also have a focus on First Nations, Métis, and Inuit Foundational knowledge to support the ongoing learning of all staff in preparation for the new Teacher Quality Standards to be implemented in September 2019.

2. Cultivating Collaborative Culture

▪ We will utilize Elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a 'wholistic' way.

▪ Open communication and meetings occur to support collaboration between Administrators from FSD and Chief Jacob Bearspaw, supporting the transition of students back and forth between our two Divisions. Students from both Divisions have participated together in The Watershed Learning Project, Athletic Opportunities (volleyball, T ball etc.), Indigenous Games Day, Cultural days, and an end of the year PowWow. We will continue to plan and seek opportunities for staff and students from both Divisions to work collaboratively which has included collaborative professional development opportunities involving a number of FSD schools.

▪ We will encourage school participation in Orange Shirt Day: A Call for all Canadians to come together in the spirit of reconciliation. Schools are required to create safe, caring, welcoming and inclusive environments, which are respectful of culture, histories and diversity, and hold high expectations for the success of First Nations, Métis and Inuit students. FSD has implemented the practice of Treaty Land Acknowledgements at school and Divisional meetings and events.

▪ Learning Commons Facilitators are learning and working together to ensure our learning commons have culturally sensitive and important resources to support the foundation knowledge and understanding of First Nations, Métis Inuit perspectives and history for teachers and students.

Our Commitment

Foster a culture of belonging where diversity is expected and celebrated where each learner is welcomed, cared for, respected and safe.

▪ We have redefined the role of the First Nations, Métis, and Inuit Family School Liaison Counsellor (FSLC) to focus on areas of priority that empower students to have success in school and beyond. The FSLC will support staff to create safe learning spaces and schools where First Nations students recognize themselves in the curriculum and feel welcome.

▪ Administrators and the First Nations, Métis, and Inuit Family School Liaison Counsellor will facilitate parent engagement sessions to discuss their child's progress and to share resources on early literacy. We are hoping these evenings will take place at the Eden Valley Reserve. These are an opportunity to build relationships and support parent engagement in education.

OUTCOME TWO

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learning

- The Division will provide flexibility in programming and course completion (e.g. course completion through the HUB, online and blended coursework) to support and improve the high school completion rate for First Nations, Métis, and Inuit students. Student progress in these courses is tracked and monitored by teachers of HUB courses.
- We will continue to support and facilitate Kairos blanket activity lead by student leaders for students and staff of Foothills School Division. Many school staffs and students have engaged in the Blanket Exercise to begin to understand the history of colonialization and trauma caused by residential schools. Students from Oilfields School have played a leadership role in this work. These students continue to pursue a variety of culture and leadership opportunities.
- Oilfields Junior Senior High School and Longview School are offering Stoney Language Clubs in partnership with elders from Eden Valley – Stoney Nakoda Nations .
- We will support targeted professional learning for teachers regarding FNMI culture, tradition, and history .
- FSD will provide opportunities during system and school based learning days to build capacity on effectively embedding First Nations, Métis, and Inuit content into courses. The System Learning Day in February will have a focus on First Nations, Métis, and Inuit Foundational Knowledge.
- Teachers in the Foothills School Division and Stoney Education Authority have observed changes in the young student population that are impacting on the development of early literacy skills. Accordingly, practitioners are asking how they can better serve the diverse student populations in their classrooms. The Alberta Research Project will happen over the period of two years with the primary teachers in the two FSD's schools, Heritage Heights and Big Rock Elementary, and Chief Jacob Bearspaw School on the Eden Valley Reserve. The purpose of this project is to understand how the new Teacher Quality Standards can help support teachers to develop their craft and sense of self-efficacy in early literacy instruction to improve schooling in Alberta. Our findings will help teachers, schools, and systems better understand how the TQS document can be used to develop teacher's professional practice, and teacher's reported feelings of self-efficacy. Results from this research may provide insight into which competencies have the most significant impact on teacher's sense of self-efficacy and how they may be used to drive effective professional learning.

What is **Universal Design for Learning**?

A framework that integrates accessibility in designing engaging learning experiences and opportunities for all students. It allows students to have equal opportunity to achieve learning objectives and goals and demonstrate learning outcomes by taking into account student strengths....



OUTCOME TWO

KEY ACTION AREAS & SUPPORTING STRATEGIES

4. Assessment, Assurance and Accountability

- The First Nations, Métis, Inuit Action Research Committee will develop an action plan to address the foundational knowledge component of the Teacher and Leadership Quality Standards.
- Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of Indigenous ways of knowing and learning.
- Infuse culturally relevant Indigenous literature into classrooms.
- Examine current data and create strategies for schools to maximize the success of First Nations, Métis, and Inuit students.
- Identify specific culturally appropriate instructional strategies in numeracy and literacy for First Nations, Métis, and Inuit learners.
- Implementation of the Early Years Evaluation-Diagnostic Assessment (EYE-DA) tool to provide early identification of developmental areas requiring attention in Kindergarten students that both teachers and parents can support through intervention and growth.
- Due to the increasing complexity of our students social emotional and mental health needs we hired a trained social worker with a background in working as a part of First Nations' communities to be our First Nations Family School Liaison Counsellor.
- All schools are ensuring that they have identified which students have been identified as First Nations, Métis, and Inuit and are tracking their progress and insuring that interventions are having a positive impact on student success. FSD will ensure that a continuum of supports is available to all students according to their needs in the areas of social-emotional learning, behaviour and academics. Success is tracked through school based data (literacy benchmarks and assessments, school based data, office referrals, etc.), and provincial test results.
- Learning Coaches, First Nations Family School Liaison Counsellor, and Instructional Coaches are deployed at Longview School and Oilfields School to provide support for academic achievement as well as the social emotional well-being of First Nations, Métis, and Inuit students. Success will be tracked and monitored at regular intervals through school based literacy data, Annual Education Results Report (AERR) and SOS-Q survey results.
- Attendance will be carefully tracked. School administrators and the First Nations Family School Liaison Counsellor will follow up with absent students to help eliminate barriers that may cause a lack of attendance. FSLC will regularly communicates with parents to offer support in attendance matters.



OUTCOME THREE

ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.0	89.5	89.6	90.2	89.4	91.0	Very High	Maintained	Excellent	92.0	92.5	93.0

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

KEY ACTION AREAS & SUPPORTING STRATEGIES

1. Focusing Direction

- We will implement a Division policy that clearly addresses our expectations for safe, caring, and inclusive schools. The policy will address such issues as bullying, disability, and human rights.
- Clarity of roles and responsibilities, current policies and procedures in place such as Success in School (SIS), English Language Learner Intake, Suicide Risk Assessment, Non-Suicidal Self-Injury Assessments, and Violent Threat Risk Assessment.
- Creation of Divisional Learning Coaches to support teams in supporting low incidence population of students and to continue to strengthen structures and systems for early learners and those requiring individualized supports.
- Creation of Divisional Key Leads in supporting schools in developing evidence based practices around safe, caring, and welcoming cultures. These include a Behaviour Strategist, Counselling Coordinator, and Divisional Learning Coach for complex needs.

- In ensuring we are meeting the needs of the whole child, every school is focusing on an evidence based approach to positive behaviour supports and/or social emotional learning. Each school has identified a Safe, Caring, and Welcoming Team. These Teams have participated in a design thinking process to identify their areas of strength and growth and are planning interventions to build capacity and address these issues.
- Our Student Support Teams, which include Family School Liaison Counsellors, partner closely with families and outside agencies should students require ongoing support for their social emotional or behavioural needs. We continue to see fewer Out of School Suspensions (down 30% from 2014) as a result of these school Teams providing interventions to support student needs.



OUTCOME THREE

KEY ACTION AREAS & SUPPORTING STRATEGIES

2. Cultivating Collaborative Cultures

- Support collaborative PLCs, as well as student support collaborative structures and systems, that focus on student data to inform teaching and instructional design for student competencies as outlined in the Ministerial Order on Student Learning.
- Professional Learning: Iterative Process of Inquiry with a focus on the competencies of Problem Solving and Critical Thinking to support positive mental health and meeting the diverse needs of students. This will include Learning Coaches, Safe, Caring, and Welcoming Leadership Teams, Family School Liaison Counsellors, Youth Development Coaches, and Educational Assistants.
- We support and provide a framework to build structures and systems focusing on collaboration, assessment, and a continuum of supports to ensure the success of all students.
- We continue to collaborate and partner with Alberta Health Services, Sheldon Kennedy Child Advocacy Centre, Safer Schools, Canadian Mental Health Association, and Calgary Regional Consortium to ensure a complete continuum of supports for our children, youth, and families.
- We have created a Divisional School Linked Collaborative Structure where monthly meetings are held by the School Linked Team, Administrators and School Based Team to collaborate and problem solve around students struggling with complex needs.
- Creation of and participation in collaborative community structures such as the Okotoks Hub Community Mobilization, supporting the mental health and wellness of our children.
- Learning Coaches work collaboratively with teachers to support the diversity of the students in their classrooms. For students that require more individualized supports, through alternative programming we are building on our online blended learning offerings within the FSD HUB. Students can also attend an alternative setting for High School at our outreach school, Cameron Crossing.
- As a member of Bow River Regional Collaborative Service Delivery (RCSD) we collaborate with Human and Health Services to provide mental health and rehabilitation services to our children, youth, and families. We continue to build more partnerships with key outside agencies to ensure a safe, caring, and welcoming culture for all students (i.e. Hull Service, CONeX, COPE, Tri region Partnership, Foothills Children's Wellness Network)
- Foothills School Division is part of the collaboration of the Inclusive Education Partnership which includes parent and family representation as well as other outside agencies.

What is **Positive Behaviour Supports**?

Positive behavior supports is a school-wide approach to promote positive social and communication skills, while reducing and preventing challenging behaviours. Positive behavior supports are proactive and personalized designed collaboratively with stakeholders and focusing on strengths, skill building and assessment-based interventions.

OUTCOME THREE

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learners

- We will building the capacity to develop strategic plans with the Safe and Caring Leadership Teams within every school around their chosen evidence based practice such as Restorative Practice, Social Emotional Learning Curriculum, Trauma Informed Practice, Positive Behaviour Supports, or Mentorship.
- We will build understanding and clarity strategies in designing for safe, caring, and welcoming cultures through the Comprehensive School Health Framework.
- We are building the capacity of Learning Coaches, Instructional Coaches, and teachers in Universal Design for Learning with a focus on the Principles of Engagement for 2018 – 2019, ensuring all students have access to the program of studies.
- Providing differentiated learning sessions for staff in supporting literacy, low incidence population of students, assessment (diagnostic and Level B), assistive technology, Violent Threat Risk Assessments, and Non-Violent Crisis Intervention.
- Building staff capacity in the area of mental health through Go to Educator – Mental Health Literacy and a basic foundational knowledge in trauma informed practices. By the end of 2018 – 2019 school year, all school staff will have participated in this training. Parent sessions will also be offered in the Division for this year.

4. Assessment, Assurance and Accountability

- To further support the development of measures in assessing safe, caring, and inclusive welcoming schools, we are piloting the Student Orientation to School Questionnaire (SOS-Q). This tool will gather student voice, open up lines of communication with students and provide identified targeted supports and interventions.
- Conducted a needs assessment and strategic planning where priorities of collectiveness (shared direction), collaboration (collaborative structures and engagement of all stakeholders), and building a continuum of supports (supporting the diverse needs of all students and positive mental health) were identified and drive the Divisional human resource, financial, and organizational management decisions.
- For students that require a higher level of intervention and support for their mental health needs we continue to support those students through our specialized supports at Okotoks Junior High School. Partnerships with key agencies continue to be key to the success of this program.

What is **Restorative Practices**?

Restorative practices focus on the quality of relationships between all members of the school community. As a result, a more supportive learning environment enables healthy relationships and promotes positive mental health and responsible behaviour. When issues do occur the practice emphasizes repairing the harm done to people and relationships, rather than punishing people.

OUTCOME FOUR

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.2	83.9	85.1	84.9	85.9	86.0	Very High	Improved	Excellent	87.0	87.5	88.0

Parents, students, and staff continue to indicate very high satisfaction in the quality of education and opportunities for students in Foothills School Division. Our goals, action plans, and strategies have a direct correlation to the work we do to build our staff’s capacity to meet the Leadership, and Teacher Quality Standards, and the System Education Leader Practice Profile. We provide a broad range of high quality programming and opportunities for all students, such as drama, athletics, music, languages, Quest Outdoor Education program, specialized sports programs (e.g. Global Hockey Program, Hockey Canada Skills Academy), etc. Please refer to the “Highlights” section of this report to read further about the accomplishments of our students and staff. FSD is a “learning culture” and has systematically embedded professional development for all staff. We are proud of our School and System Leaders who work collaboratively to ensure every student in FSD is supported and successful in their learning.

What is **Social-Emotional Competencies**?

Social-emotional learning is the process of developing students’ knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions. Social Emotional competencies include self-awareness, self-management, social awareness, relationships and responsible decision making.

AB Education



OUTCOME FOUR

KEY ACTION AREAS & SUPPORTING STRATEGIES



1. Focusing Direction

- We will continue to build our staff’s capacity to meet the Leadership, and Teacher Quality Standards, and the System Education Leader Practice Profile.
- We will promote excellent teaching and leadership practices to support student achievement. This year we will focus on having teachers obtain a deeper understanding of our Framework for Learning and how it lives in their classroom and school. We will focus our professional development opportunities to build capacity in the Framework.
- A Division commitment to System and School Based Learning Days to build the capacity of all staff in the areas of focus (Framework for Learning) identified by the Division. We also commit to providing Instructional and Learning Coaches that work elbow to elbow with teachers to support instructional practice that improves student learning.

Teaching Quality Standard Competencies

- ✓ Fostering Effective Relationships
- ✓ Engaging in Career-Long Learning
- ✓ Demonstrating a Professional Body of Knowledge
- ✓ Establishing Inclusive Learning Environments
- ✓ Applying Foundational Knowledge about First Nations, Métis, and Inuit
- ✓ Adhering to Legal Frameworks and Policies

Leadership Quality Standard Competencies

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Providing Instructional Leadership
- ✓ Supporting the Application of Foundational Knowledge about FNMI
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

System Education Leader Practice

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Supporting First Nations, Métis and Inuit Education for All Students
- ✓ Sustaining Effective Instructional Leadership
- ✓ School Authority Operations and Resources

OUTCOME FOUR

KEY ACTION AREAS & SUPPORTING STRATEGIES

2. Cultivating Collaborative Culture

- Support a collaborative learning culture through Professional Learning Communities (PLCs) where classroom teachers focus on student data to inform teaching and instructional design for student competencies as outlined in the Ministerial Order on Student Learning.
- Continue to nurture a culture of collective efficacy and collaborative inquiry through systems and supports .
- Support collaborative partnerships with stakeholders and embed within the schools to work alongside staff and students such as Calgary Regional Consortium, Alberta Assessment Consortium, and Critical Thinking Consortium.
- Through the work of a French Immersion Facilitator/Instructional Coach, we are ensuring targeted, cross school collaborative capacity building around our French Immersion programming and high quality professional development. We have identified results for French Immersion to be a focus for the upcoming year. To that end all schools are focusing on their data to target specific areas of instructional need.
- Learning Coach/Administration meetings focused on collaboration in building learning that is designed for all. Universal Design for Learning supports and builds on the design work that has been part of FSD for over 8 years. This learning is being supported by the Calgary Regional Consortium.

- Developing connections with partners and outside agencies (i.e. Alberta Health Services, Safer Schools, RCMP, Literacy for Life, SNAPS, Bow Valley Regional Collaborative Service Delivery, Foothills Children’s Wellness Network, etc.) to build the capacity of staff and parents and offer further opportunities to students.
- Foothills School Division supports Learning Coaches and Instructional Coaches in every school to support student learning and interventions. These coaches are learning to implement the student-centered coaching model to better support learning in the classroom. Student centered coaching focuses on putting student learning at the center and using data and evidence to help teachers make informed decision around instruction. Our Instructional Coaches work closely with teachers in designing learning using strong universal approaches that meet the needs of a diverse population. Learning Coaches also work to support and implement intervention systems for students that require more support.



What is Capacity Building?

Build capacity of all staff through effective staff development, collaborative modelling, problem solving, action research, staff development sessions and collaborative learning.

What is Collaborative Inquiry?

Is a collaborative process of inquiry that is systematic and reflective. It involves being curious, conducting action research and developing a theory of practice based on an inquiry question. Once a strategy is implemented, impact on instruction and student learning is analyzed and assessed.

Donohoo, 2017

OUTCOME FOUR

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learning

- We will support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- We will continue to offer voluntary mentorship programs. There is a two year program for new to FSD School Leaders and a three year program for new to FSD teachers.
- We will expand opportunities for teachers to create personalized, student-centered approaches with rigour to help students be successful in learning. Develop and provide supports for the application of competencies across subject areas that are based on a strong foundation of literacy and numeracy.
- We will build the capacity of School Safe and Caring Leadership Teams around evidence based practices. Family School Liaison Counsellors work in classrooms with teachers to build their capacity on supporting the social emotional needs of students.

4. Assessment, Assurance and Accountability

- Schools will leverage data collected locally and systematically to inform learning plans.
- Stakeholders will be aware of and provide feedback on educational goals and plans.
- Staff will understand their school goals and objectives and the alignment to Divisional goals

- Staff will have an increased understanding that collaborative structures and systems are necessary to support the development of a continuum of supports for improvement and growth.
- Staff will have increased understanding of the learning competencies and foundational awareness of how this links to concept-based learning.
- Learning Coach, Instructional Coach, and Bring a Friend Teacher will have an understanding of the Universal Design for Learning Framework and the first Principle of Engagement (Recruiting Interest and Sustaining Effort and Persistence). Initial introduction of Universal Design for Learning to Administrators.
- We will support preparation for future curriculum implementation through professional learning activities with Divisional Leadership Team, Administrators, and Instructional Coaches.

What are **Competencies**?

Knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They apply across all subject areas. Alberta's Kindergarten to Grade 12 curriculum promotes development of the following competencies.

- Critical Thinking
- Communication
- Problem Solving
- Collaboration
- Managing Information
- Cultural and Global Citizenship
- Creativity and Innovation
- Personal Growth and Well-being

OUTCOME FIVE

THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.9	79.1	79.8	80.8	80.4	82.0	High	Maintained	Good	82.5	83.0	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.3	81.6	81.6	81.9	81.1	82.5	High	Maintained	Good	83.0	83.5	84.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.0	89.4	89.2	90.4	90.2	91.0	Very High	Maintained	Excellent	91.5	92.0	93.0

Foothills School Division continues to see steady improvement in this area and exceed several provincial benchmarks. As indicated by these measures, parents feel that Foothills School Division is offering a quality education program and are satisfied with their involvement in their child’s education. As a system, we are committed to having active community engagement and ensure that parents see themselves as partners in their child’s education. We put a focus on ensuring better communication through social media (website, Facebook and Twitter), to ensure the community is well informed on the important learning and successes that staff and students in FSD are accomplishing. Analytics have shown an increased number of people receiving information about the Division this way.

We also seek on-going feedback from stakeholders in the form of regularly scheduled meetings with our union representatives, Teacher Advisory Committee, and Student Matters Committee. The Teacher Advisory Committee and Student Matters Committee provide insight and advice on Divisional work and priorities. Their feedback is shared back to Administrators and teachers for consideration and action.

What is **Fostering Effective Relationships?**

Building positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

AB Teaching Quality Standards

WE BELIEVE

Ongoing learning and critical reflection ensures quality teaching and optimum student learning.



OUTCOME FIVE

KEY ACTION AREAS & SUPPORTING STRATEGIES

1. Focusing Direction

- The Superintendent is committed to meet the leadership quality standard to ensure the education system is well governed and managed.
- The Board of Trustees are committed to ensuring the education system is well governed and managed through a self-assessment and reflection process.

Superintendent Leadership Quality Standard Competencies



Image provided by the College of Alberta School Superintendents (CASS)

2. Cultivating Collaborative Culture

- Student Matters, a student engagement team will continue to lend their voice to jurisdiction initiatives and promote student leadership opportunities beyond their school and beyond the Division.
- A Teacher Advisory Committee will continue to meet twice a year to give advice and feedback on Divisional issues and direction.
- We have developed and implemented a workplace violence process and procedure to support employee health and wellness in addition to EAP support.
- FSD will continue to engage and inform the community through a variety of methods and communication tools and platforms. FSD is engaging in the process of hiring a new Superintendent of Schools. Community consultation through focus groups and online ThoughtExchange are part of this process.
- Foothills School Division is part of the collaboration of the Inclusive Education partnership which includes parent and family representation as well as other outside agencies.
- FSD, as a partner with the Bow River Regional Collaborative Service Delivery Model, will continue to build strong partnerships with Alberta Health, Human Services, and other agencies to ensure that students and their families receive the supports they require for success in learning.
- FSD, as a partner with the Foothills Children’s Wellness Network (FCWN), will continue to build partnership with local agencies to ensure happy, healthy children that have access to the network of support in the early years. This year, FSD is also part of a committee to look at expanding the mandate of FCWN to include youth.
- Parent information evenings are regularly held to share information on program happenings in the Division and to build their understanding and capacity. (i.e. Social Emotional Curriculums; math information nights; dealing with teen anxiety)

OUTCOME FIVE

KEY ACTION AREAS & SUPPORTING STRATEGIES

3. Engaging Learning

- The Board and Executive Team engage in regular learning together to support Divisional goals and priorities.

4. Assessment, Assurance and Accountability

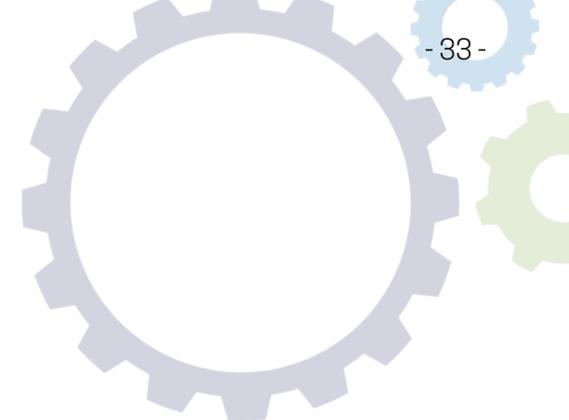
- The Board of Trustees of Foothills School Division are committed to an annual self-evaluation as to their effectiveness. They will set goals for the upcoming year and will share these goals with the community.

FUTURE CHALLENGES

FSD is seeing an increasing number of students that are presenting with serious social-emotional and mental health needs. Some of these students are also presenting with a need for increasing supports to ensure their behaviour needs are met and are not a barrier to their learning. Schools, students, and their families indicate an increasing need for embedded resources and expertise for issues such as anxiety and depression. Due to the rural nature of parts of our school Division, some of the types of mental health supports that are required for our most complex learners are not readily available. Teachers and School Administration need more timely and appropriate supports to meet the needs of these students. We have applied for a number of grants to help support this area of need, however, this approach is not sustainable.

Providing equity of programming and opportunities to small rural schools continues to be a challenge. Students want the opportunity to participate in a variety of programming options that are available to students in larger schools. Cost of transportation and infrastructure to support this type of programming can be a challenge.

We remain committed to High School Redesign, however, the funding structure does not support the underlying philosophy of providing lots of programming options to support flexible and personalized learning. For example, the cost of continually upgrading systems to provide high quality computer technology programs, robotics, and other digital studies are very high. Dual Credit funding needs to be predictable and supportive of High School Redesign.



FINANCIAL SUMMARY

Underlying every decision in the financial planning process in Foothills School Division is the focus on our Mission Statement: "Each learner, entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are... Explore them... Develop them... Celebrate them!"

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

2018: www.fsd38.ab.ca//documents/general/AFS%202018.pdf

2017: www.fsd38.ab.ca//documents/general/2017%20Audited%20Financial%20Statements.pdf

2016: www.fsd38.ab.ca//documents/general/AFS%20-%20Final.pdf

A one page summary of the 2017/2018 Financial Statements can be found at:

www.fsd38.ab.ca//documents/general/Infograph-%20Nov%2018.docx.pdf

School Generated Funds can be found on page 26 of: www.fsd38.ab.ca//documents/general/AFS%202018.pdf

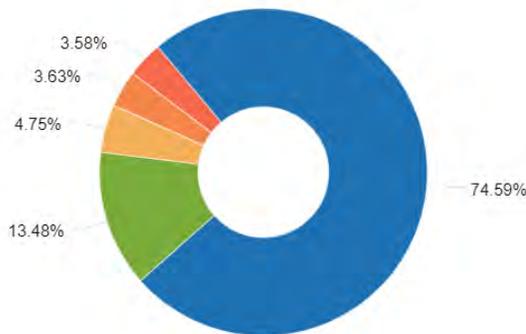
Combined Statements by School Jurisdiction: <https://education.alberta.ca/financial-statements/combined-statements>

BUDGET REPORT

The Budget Report for the Year Ending August 31, 2018 may be viewed on the Foothills School Division website at the following URL: <https://www.fsd38.ab.ca/documents/general/BR%202019%20FSD.pdf>.

SPENDING BY PROGRAM

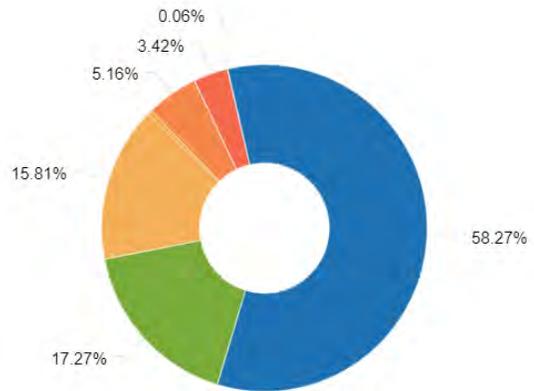
August 31, 2018



- Instruction Grade 1-12 74.59%
- Plant Operations & Maintenance 13.48%
- Transportation 4.75%
- Instruction ECS 3.63%
- Administration 3.58%
- External Services 0%

EXPENDITURES

August 31, 2018



- Certificated Salaries & Benefits 58.27%
- Uncertificated Salaries & Benefits 17.27%
- Services, Contracts & Supplies 15.81%
- Amortization of Tangible Capital Assets 5.16%
- Custodial 3.42%
- Interest 0.06%

For more financial information please contact: Drew Chipman, Assistant Superintendent of Corporate Services (403-652-6501 ChipmanD@fsd38.ab.ca) or Denise Gow, Director of Financial Services (GowD@fsd38.ab.ca).

CAPITAL & FACILITIES

Foothills School Division has a number of projects moving forward within the Division. We have just completed a \$25,000,000 renovation of École Secondaire Foothills Composite High School / Alberta High School of Fine Arts and are continuing work on a new K-9 school at West 32nd Street, Okotoks. Group2 Architects is the prime consultant with Graham Construction as the General Contractor, they are both working through Alberta Infrastructure (project manager) and Foothills School Division to complete the school in time for Fall 2019. The School Division has named the new school Meadow Ridge School. The Meadow Ridge School has been designed to improve the learning spaces for our students and offer opportunity for greater community engagement through access of our expanded recreational gymnasium.

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



CAPITAL & FACILITIES

SUMMARY OF FACILITY & CAPITAL PLANS

A summary of Facility and Capital Plans may be viewed on the Foothills School Division website at the following URL: www.fsd38.ab.ca/Capital%20Plan.php

1. New K-9 School in Okotoks: Population growth in the Calgary Corridor along Highway 2 – and associated enrollment growth in grades K-9 in the areas adjacent to Calgary, including Okotoks, continues to put pressure on FSD. As residential developments such as northwest D’Arcy and Wind Walk to the south, expand the population of the Town of Okotoks, FSD is reviewing enrollment projections and planning for new schools (e.g. a new K-9, K-6 and High School) in these new communities.

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

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

Modernization Priorities

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

Overall Priority List

1. Blackie School modernization
2. Cayley School modernization
3. New K-9 School in Okotoks in northwest – D’Arcy.
4. New 10-12 School in Okotoks – 1,200 Capacity on 32nd Street Okotoks Community Campus
5. New school – Configuration TBD at Spitzee Crossing Development, High River
6. Longview school modernization
7. C. Ian McLaren School modernization
8. Turner Valley School modernization
9. École Joe Clark School – High River
10. Big Rock School - Okotoks

PARENTAL INVOLVEMENT

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

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

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

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

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

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

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



TIMELINES & COMMUNICATION

The FSD Plan is subject to the following timelines:

- Provincial Education Budget release.
- Budget consultations with multiple stakeholders commence shortly after the release of the budget to determine priorities for the next year.
- School planning processes begin in the spring, reviewing progress made in the yearly plan, utilizing data from the Accountability Pillar Report, and examining pertinent school and Divisional survey data. FSD Three-Year Education Planning (3YEP) processes also commence at this time.
- Provincial Exam results are released in the fall to the Division. School and Divisional disaggregation of data take place thereafter. Plans are adjusted accordingly.
- Input for school plans is received from School Councils in the fall.
- Foothills Administrators' Association (FAA) and FSD's Board of Trustees planning sessions take place during the fall season.

- Annual School Education Plans and Results Reports are due in November to ensure that their input is utilized in the FSD 3 Year Education Plan.

- Audited Financial Statement (for the Year Ended August 31) and Budget Summary is typically approved by the Board of Trustees at their regularly scheduled meeting during the first week of December.

- FSD 3 Year Education Plan to be reviewed by the Board of Trustees and posted on the FSD website the first week of December based on the timing of Board meetings.

The Foothills School Division 2017/2018 average class size report can be found on the Division website at: www.fsd38.ab.ca/Class%20Size%20Initiative.php

This Foothills School Division Annual Education Results Report and summary page can be found on the Division website at: www.fsd38.ab.ca//documents/general/FSD%20AERR%202018.pdf

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan.

For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.

The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner.

FSD has developed Administrative Procedure 404 – Duty to Report – Whistleblower Protection Act to manage this new requirement. To view AP 404, please visit:

<http://www.fsd38.ab.ca//documents/general/404-Duty-to-Report-Whistleblower-Protection-Act-Reviewed-Nov-15.pdf>

Foothills School Division did not have any instances of “whistleblowing” during the 2018-18 school year.