



Annual Education Results Report & Three-Year Education Plan

2015 - 2018



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Message from the Board Chair & Superintendent

In Foothills School Division (FSD) our number one priority – our core work – is, of course, student learning and preparing our students for future success.

As you will see in this document, several overall measures related to student learning and achievement in FSD remained strong last year, according to provincial assessment results for the 2014-2015 school year. Among them: safe and caring schools; student learning opportunities; high school completion rate; very low dropout rate; the percentage of high school students eligible for a Rutherford Scholarship; work preparation; citizenship; parental involvement; and continuous school improvement.

The overall percentage of students who achieved the acceptable standard on diploma examinations was higher than in the recent past, and we saw increases in the number of students attaining the standard of excellence in English Language Arts 30-1 and Social Studies 30-1. Student achievement on Provincial Achievement Tests (PATs) in the acceptable range was also slightly above the provincial average.

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

- Increase overall PAT and diploma exam results in the excellence category; and
- Increase overall diploma exam participation rate (4+ exams);
- On PATs, increase the acceptable standard at the grade 9 level, and standard of excellence at the grade 6 and 9 levels;
- Improve student achievement in Physics 30 and Biology 30; and
- Through a variety of instructional programs, sustain the emphasis on the development of strong literacy and numeracy skills, which are vital to student success in school, work and life.

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

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

We thank our staff in Foothills School Division for their ongoing efforts to improve student learning as a whole.

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

Christine Pretty
Chair, Board of Trustees
Foothills School Division

John Bailey
Superintendent of Schools
Foothills School Division

Accountability Statement

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for Foothills School Division No. 38 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014-2015 school year and the Three-Year Education Plan for 2015-2018 on December 2, 2015.



Christine Pretty
Chair, Board of Trustees
Foothills School Division

Following are URLs for the following Foothills School Division documents:

Annual Education Results Report and Three-Year Education Plan: http://www.fsd38.ab.ca/wp-content/uploads/2015/12/FSD-AERR_3YEP_2015-2018_FINAL.pdf

Report Summary: http://www.fsd38.ab.ca/wp-content/uploads/2015/12/FSD-Ed-Plan-Overview_2015-2018.pdf

Class Size Initiative reports – All Subjects: <http://www.fsd38.ab.ca/wp-content/uploads/2012/03/AllSubDec3.pdf> and Core Subjects: <http://www.fsd38.ab.ca/wp-content/uploads/2012/03/CoreSubDec3.pdf>

Audited Financial Statements for the Years Ended August 31, 2015: http://www.fsd38.ab.ca/wp-content/uploads/2012/03/Signed-AFS_Dec2015.pdf and August 31, 2014: <http://www.fsd38.ab.ca/wp-content/uploads/2014/12/2014-AFS-Final-Dec-3-14.pdf>

Budget Report for the Year Ending August 31, 2015: http://www.fsd38.ab.ca/wp-content/uploads/2012/03/BRF-2016-Foothills-School-Division_Dec-2015.pdf

2015-2016 Capital Plan: http://www.fsd38.ab.ca/wp-content/uploads/2012/03/2015-16-Capital-Plan_updated-12-03-15.pdf

Copies of these documents may also be obtained by contacting FSD's Communications Manager at 403-652-6502 or SpenceD@fsd38.ab.ca.

Foundation Statements

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

Key Priorities

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

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

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

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

To view the full version please visit <http://www.fsd38.ab.ca/key-priorities/>.



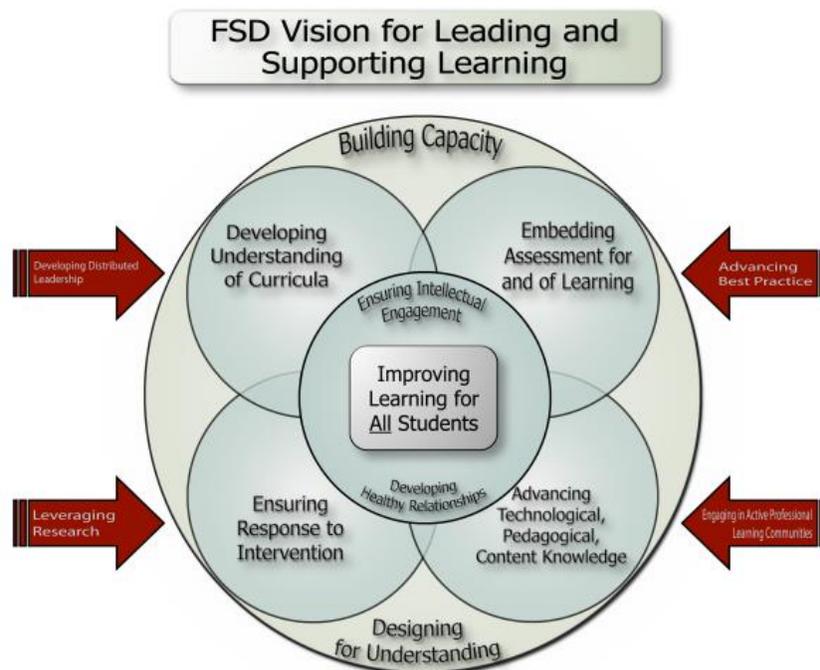
FSD VISION FOR LEADING AND SUPPORTING LEARNING

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

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

Our culture remains focused on collaboration through the implementation of action-oriented professional learning teams and capacity-building through leadership development across the organization.

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



Trends & Issues

- Growth in the overall student population continued in 2014-2015, with significant growth in Okotoks. As such, most of FSD's Okotoks schools are operating at or above their capacities
- Following community consultation and through working cooperatively with municipal partners, FSD has decided to build a K-9 school in Okotoks on land recently purchased by the Town and proceed with original plans to modernize École Secondaire Foothills Composite High School/Alberta High School of Fine Arts (subject to final provincial approval).
- We have seen a significant increase in the number of students in our division with diverse learning needs. Of particular significance is the number of students requiring supports for their mental health and wellbeing. 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.
- Challenges in the areas of operations and maintenance, particularly in maintaining high quality learning environments in some of our older buildings.
- Technology continues to provide both challenges and opportunities for all of our stakeholders. Significant energy has been put into developing infrastructure to support the ever-growing number of devices connecting to our network.
- FSD provides high quality professional development for teachers. Our focus continues to be on designing engaging learning for all students as well as a focus on quality assessment practices.
- For the 2015-2016 school year, FSD continued to hire many new staff into the district including 20 new-to-the-profession teachers.
- Eight school administrators were new to their school or new-to-FSD in 2015-2016.



Division Profile

To learn more about FSD please visit <http://www.fsd38.ab.ca/about-fsd/> or contact our Communications Manager at 403-652-6502 or SpenceD@fsd38.ab.ca.

Division Highlights

FSD is proud of its students, schools and staff and the many accomplishments we have to celebrate throughout the school year. Following are some highlights from the 2014-2015 school year:

STUDENTS:

Grade 9 student Dominic Shoop, a grade 9 student at Heritage Heights School in DeWinton, was selected as a recipient of the 2014 Young Citizens Award presented by Canada's Department of Heritage and *Canada's History* magazine. Dominic's video on the history of the flintlock pistol was one of six chosen in a nationwide competition. Along with the other recipients, he presented his work to the Governor General of Canada at a screening at Rideau Hall in Ottawa in October 2014.

Kennedy Tuccaro-Vos, a grade 10 student at École Secondaire Highwood High School in High River was appointed to the 2014-2015 Alberta Education Minister's Student Advisory Council. She was also a keynote speaker at the October 22, 2014 Ignite Youth Action Conference in Morinville, Alberta as part of the Minister's Student Advisory Council and *Speak Out*, the Alberta Student Engagement Initiative created in 2008.



Josh Skory (left), a grade 11 student at École Secondaire Highwood High School, won gold in his weight class at the 2014-2015 Alberta Schools' Athletic Association High School Provincial Championships – hosted by Highwood High – in March 2015. He qualified to compete at the national championships held in New Brunswick, where he went on to earn a bronze medal.

Harriet Smith, a grade 9 student at École Okotoks Junior High School, placed first in the writing category of the 2014 National Democracy Challenge for her entry, "In a Cage", illustrating how Canada can serve as an example to other countries that Canadian citizens don't need a law to make them vote; all they have to do is care about what's happening in their country. Entries were evaluated by a panel of celebrity judges including political satirist Rick Mercer.

Amlika Nair, a grade 9 student at Westmount School in Okotoks, was among a select group of Canadian students, aged 15 to 19, who had the chance to visit Ottawa for a week in February 2015 where they recreated parliament “on the Hill.” The Forum for Young Canadians provides youth with the opportunity to get a close up look at Canadian politics, public affairs and what running the country is all about.

École Secondaire Highwood High School grade 12 student Francis Ogoke, who graduated in June 2015 at the age of 14, was accepted into Princeton, a prestigious Ivy League university in New Jersey.

École Secondaire Foothills Composite High School/Alberta High School of Fine Arts student Patrick Sheldrake scored 100% on his Math 30-1 Diploma Exam and received the Mount Royal University President’s Scholarship, which recognizes academic achievement, leadership and citizenship.

A group of grade 7/8 students from Blackie School were among the 10 student groups short-listed for the Caring for Our Watersheds competition, a curriculum-based environmental competition that encourages youth to improve their local watersheds. Nicholas Locken, Riley Tirkaylo, Shane Hudson, Brayden Brausse and Brady Waisman (right) advanced to the presentation round where they competed for a total of \$6,000 to help fund their ideas. They earned monetary awards totaling \$1,400 plus a matching amount for Blackie’s Green day on June 1st. The boys were so passionate about marketing their ideas that they also presented to several local organizations and the M.D. of Foothills, which awarded them \$1,100.



Skylar Van Der Kooi, a grade 11 student at École Secondaire Foothills Composite High School/Alberta High School of Fine Arts was named Southern Alberta Ambassador for French for the Future’s national forum for youth ambassadors that took place in Moncton, New Brunswick over the summer.

SCHOOLS:

As the centerpiece of “Green Apple Day of Service” on September 24, 2014, Westmount School in Okotoks held a waste audit. Grade 4 students challenged the school to flip the provincial waste numbers of 80% landfill and 20% recycled/alternate use. They weighed all waste in the school and out of the waste collected, 86.3% was recycled, composted or returned for deposit and 13.7% was sent to the landfill – exceeding the school goal by a significant margin! The Grade 4s also created four giant green apple cupcake cakes with the support of junior high leadership volunteers, and shared the cupcakes with the student body following the challenge. Coverage of the waste audit was featured on Global News Calgary.

The inaugural FSD Health Symposium held on April 17, 2015 brought together junior high and high school students, employees – including school administrators, School Health Champions, Family School Liaison Counsellors, and Youth Development Coaches – and community health stakeholders to share and discuss information focused on supporting and building capacity around positive mental health, social emotional learning and fostering healthy school communities. Sheldon Kennedy, Order of Canada recipient, child abuse advocate, author and former NHL player, was the keynote speaker, while Colby Willis, a grade 12 student at Oilfields School in Black Diamond, shared his story about how a supportive school environment and the opportunity to express himself through drama and music helped him in his journey with schizophrenia.

Alberta High School of Fine Arts’ Vocal Ensemble, led by music director Nicole Hounjet, placed first at the Alberta Provincial Music Festival held in May 2015, where they were praised for singing impeccably in French. Meantime, École Okotoks Junior High School’s Concert Choir (below), under the direction of teacher Sam Shumka, placed second at the festival and also earned a silver rating at the national level at the Cantando Sun Peaks Festival in April 2015, where they competed against high school choral ensembles.



FSD celebrated another successful Summer School program, held in July 2015 at École Secondaire Foothills Composite High School/Alberta High School of Fine Arts in Okotoks. Among the highlights: 327 students completed their courses, up from 282 in 2014; students represented 15 different schools including 7 non-FSD schools; 35 courses were offered including CALM 20, Math, English, the sciences, Social Studies and PE 10; and 15.0 FTE teachers plus two university student tutors. Strong marks attested to the motivation and dedication required by students to power through a compressed schedule.

STAFF:



Two FSD principals, Sherry Agasoster-Jones of C. Ian McLaren School (above with Superintendent John Bailey and Board Chair Christine Pretty), and Dinah Short of École Percy Pegler School in Okotoks (right), were recipients of the 2014-15 Distinguished Leadership Award, presented by the Alberta Teachers' Association's Council for School Leadership.



Katlin Strand, a teacher at Big Rock School in Okotoks was the recipient of the Alberta School Boards Association (ASBA) Zone 5 Edwin Parr Teacher Award. Each year, the ASBA honours six outstanding first-year teachers with this award. Katlin completed her final practicum at Big Rock, a school she also attended as a child.

Marsi Quarin-Wright, then-vice principal at École Percy Pegler School in Okotoks (and now principal of École Joe Clark School in High River) was one of 70 educators across Canada chosen to attend a week-long learning opportunity in the Ottawa in the fall of 2014.

Jennifer Markides, a Montessori teacher at Big Rock School, was honoured at the Rupertsland Métis Recognition Dinner held in Edmonton in November 2014. The event promotes Métis excellence and recognizes success in employment, business and academic achievement. Jennifer received a \$10,000 Métis Education Foundation Graduate Award while in the second year of her Master's program at the University of Calgary. A High River resident, she completed her final paper during the 2013 flood evacuation. Jennifer has since earned her Master of Education in the Graduate Division of Educational Research, specializing in Curriculum, Teaching and Learning.

Six of FSD's French Immersion teachers attempted and passed the challenging DELF level B2 exam: Christa Finch of École Secondaire Highwood High School; Coralee Legault of École Okotoks Junior High School; Renae Macey-Reid of École Percy Pegler School; and Breanne Granson, Joanne Loewen and Merrillee Reboullet who teach at École Senator Riley Middle School. This language assessment evaluates listening, reading and writing in French. Achievement of a B2 level of French is admirable, indicating the user has the language skills to construct arguments, explain viewpoint, negotiate and defend his/her opinion in French.

For many more division highlights from the 2014-2015 school year, please visit <http://www.fsd38.ab.ca/foothills-fyi-2014-2015-school-year/> where you can view all 2014-2015 editions of our *Foothills FYI* newsletter.

Measure Evaluation Reference – for tables on the following pages

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

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

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

Category Evaluation

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

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Foothills School Div No. 38			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.5	89.0	89.3	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	83.9	83.2	83.9	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	89.4	89.0	89.2	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	1.4	3.1	2.3	3.4	3.3	3.3	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	83.7	84.4	82.3	76.4	74.9	74.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.0	72.8	76.0	73.0	73.1	73.9	Intermediate	Declined	Issue
		PAT: Excellence	14.5	14.2	16.8	18.8	18.4	18.9	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	87.3	85.8	86.6	85.2	85.5	84.6	High	Maintained	Good
		Diploma: Excellence	17.9	17.0	18.2	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	43.6	34.7	50.2	54.9	50.5	54.4	Low	Declined Significantly	Concern
		Rutherford Scholarship Eligibility Rate	65.8	66.3	66.9	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	52.6	54.0	52.9	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	79.6	77.6	76.9	82.0	81.2	80.4	High	Improved	Good
		Citizenship	82.6	81.4	81.6	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	81.6	80.3	81.0	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.1	79.9	79.8	79.6	79.8	80.1	High	Maintained	Good

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2015 First Nations, Métis and Inuit (FNMI) Accountability Pillar Summary

Measure Category	Measure Category Evaluation	Measure	Foothills School Div No. 38			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.5	7.9	4.2	8.0	7.8	8.4	High	Maintained	Good
		High School Completion Rate (3 yr)	59.6	80.1	66.8	46.0	43.6	42.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	60.2	37.3	48.3	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	4.4	4.6	7.0	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	77.4	75.9	72.6	78.3	78.4	76.6	Low	Maintained	Issue
		Diploma: Excellence	3.2	3.4	3.8	9.4	10.1	9.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	34.1	21.4	38.1	20.2	18.9	19.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	46.2	40.9	44.0	31.5	33.0	34.2	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	37.3	30.1	30.2	30.3	32.1	31.5	Very Low	Maintained	Concern

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.2	87.4	86.7	85.8	87.3	n/a	High	Maintained	Good	87.50	88.0	88.50
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.2	19.5	17.0	17.0	17.9	n/a	Intermediate	Maintained	Acceptable	19.50	20.0	20.50

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.1	82.3	80.3	84.4	83.7	n/a	Very High	Maintained	Excellent	85.0	85.50	86.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.0	1.8	2.0	3.1	1.4	n/a	Very High	Improved Significantly	Excellent	1.2	1.0	0.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.5	50.3	54.5	54.0	52.6	n/a	Intermediate	Maintained	Acceptable	57.0	58.0	59.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	63.6	66.4	67.9	66.3	65.8	n/a	High	Maintained	Good	68.0	69.0	70.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	43.7	50.9	49.5	34.7	43.6	n/a	Low	Declined Significantly	Concern	52.50	54.0	55.0

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

FSD has continued to show growth and improvement in 12 of the 16 measures compared to last year’s results. FSD is exceeding the provincial average in the dropout rate as well as three-year high school completion. Our division saw growth in student achievement in 2014-2015, particularly in the acceptable standard relative to provincial achievement results, with more than 87% of high school students who wrote diploma exams achieving the acceptable standard. We will continue to focus our attention on having more students attain the standard of excellence, particularly in Math and Science. FSD has also remained strong in the Rutherford Scholarship attainment rate. The percentage of students writing four or more diploma exams dipped this year and has been identified as an area of concern. Our staff analyze these results school by school and develop strategies to address areas of focus.

STRATEGIES:

- Support the capacity of schools to leverage data informed decision making to improve levels of excellence.
- 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](https://education.alberta.ca/departement/policy/standards/goals.aspx) as outlined in the *Ministerial Order on Student Learning* (<https://education.alberta.ca/departement/policy/standards/goals.aspx>).
- Support the development of intervention systems to ensure students attain grade level in literacy and numeracy (continuum of supports).
- Support the capacity building of all staff in all schools through collaborative modelling, problem solving, professional development sessions and learning together.
- Implementation of a pilot around Levelled Literacy Intervention to ensure students have the literacy skills to be successful in high school.
- High schools are focusing on the pillars of High School Redesign to ensure success for all students and to continue to improve high school completion rates.
- Continued growth of distributed learning opportunities such as HUB and Summer School so that students have a variety of avenues to complete and excel in high school courses.
- Full implementation of CLEVR (Inclusive Learning Plan software) to ensure all students have the necessary supports and instructional strategies to succeed. This includes the English Language Learner (ELL) benchmarks.
- Action Research cohort will explore how to design and assess cross-curricular competencies to improve academic achievement and intellectual engagement.
- Restructuring of the Instructional Coach role to better support teachers with designing for understanding and to create more consistency among categorical grading and mastery.
- Increase the number of design plans, assessments and student exemplars on Teacher Portfolio.
- Have a sampling of Social Studies teachers pilot the assessment designed by Edmonton Public Schools.



Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	80.8	82.7	81.4	82.6	n/a	Very High	Improved	Excellent	84.0	85.0	86.0
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.	75.5	76.2	76.9	77.6	79.6	n/a	High	Improved	Good	81.0	82.0	83.0

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	64.1	64.4	63.9	62.6	65.1	n/a	n/a	n/a	n/a	67.0	68.0	69.0

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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.

STRATEGIES:

- Strategic focus on safe, caring, inclusive schools that include concentrating on the competencies that support student success.
- Each school embeds the teaching of character development at all grade levels through a variety of programs (e.g. Leader in Me; Characteristics of Effective Learners).
- All school administrators and Family School Liaison Counsellors have received training in Restorative Justice Practices to support culture building at each school.
- Strategic focus on designing learning to ensure students have the necessary competencies to be successful citizens who are prepared for the world of work.

- Development of a continuum of supports that ensures the explicit teaching of and opportunities for embedded practices of the provincial learner competencies as outlined in Alberta Education’s *Ministerial Order on Student Learning*. To view the *Ministerial Order*, please visit <https://education.alberta.ca/departement/policy/standards/goals.aspx>
- Foundational elements of FSD goals and school goals aligned with literacy, numeracy and competencies, and ensuring these are being developed within a safe, caring and inclusive environment.
- Continue to report out student learning separately from the characteristics of a responsible learner.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.9	79.1	72.0	72.8	74.0	74.5	Intermediate	Declined	Issue	76.0	76.5	77.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.6	19.3	15.1	14.2	14.5	16.0	Intermediate	Declined	Issue	17.0	18.0	19.0

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 that at the grade 6 level, students are at the acceptable level relative to provincial standards. However, our students still trail the provincial standard of excellence rate. Grade 9 results were lower than last year in all areas and this will be a focus area for our work this year. In English Language Arts 30-1 and 30-2, FSD students were at the provincial level at both the acceptable and excellence standards.

As part of our focus on continued improvement, we will target several focus areas. Through continued high quality instruction on the knowledge, skills, understanding and attitudes at all grade levels, we will raise the rate of students achieving the standard of excellence. Another area of focus will be to increase the acceptable standard at the grade 9 level (English Language Arts, Math, Social Studies). Students in grade 3 did not write PATs but all students wrote the pilot Student Learning Assessments (SLAs). The SLAs are designed to assess student learning with an intent to support teacher planning. As this assessment is in its second year of a pilot project, data is not available on a district level.

STRATEGIES:

- Through a variety of instructional programs FSD will sustain the emphasis on the development of strong literacy and numeracy skills, which are vital to student success in school, work and life.
- FSD will support and make visible strategies and support to develop a strong foundation in literacy and numeracy throughout the continuum.
- Implementation of the Early Years Evaluation-Teacher Assessment (EYE-TA) tool, district wide, provides early identification of developmental areas requiring attention in kindergarten students that both teachers and parents can support through intervention and growth.
- Development of an FSD Reading Intervention Continuum document implemented and supported by Learning Coaches.
- Full implementation of CLEVR (Inclusive Learning Plan software) to ensure all students have the necessary supports and instructional strategies to succeed. This includes ELL benchmarks.
- FSD primary teachers will participate in the Foundations of Literacy course in order to develop a common vocabulary and knowledge base for the development and teaching of reading.
- Tier 2 reading interventions will be piloted in some schools using the Fountas and Pinnell Levelled Literacy Program.
- Tier 2 reading interventions will be supported through the development and implementation of the FSD Reading Intervention Guidebook.
- Tier 3 reading interventions will be supported through the Tri-Region Collaborative and divisional focus through the 4-block model.
- FSD will provide opportunities during system and school-based learning days to build capacity around literacy intervention.
- Instructional Coaches will support capacity building of teachers in their design of quality instruction in literacy and numeracy.



Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	84.4	83.8	84.8	83.2	83.9	n/a	Very High	Maintained	Excellent	85.0	85.50	86.0

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

STRATEGIES:

- Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- Continue the mentorship programs in place for new school leaders and teachers who are new to FSD
- Promote excellent teaching and leadership practices to support student achievement.
- Expand opportunities that create personalized, student-centred approaches to help students be successful in learning.
- Develop and provide supports for the application of competencies across subject areas that are based on a strong foundation of literacy and numeracy.

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	81.4	81.2	80.3	81.6	n/a	High	Maintained	Good	82.0	82.50	83.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	89.3	89.4	89.0	89.4	n/a	High	Maintained	Good	90.0	90.50	92.0

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Foothills School Division continues to improve in this area and exceed provincial benchmarks. As a system we are committed to having active community engagement and ensure that parents see themselves as partners in their child’s education.

STRATEGIES:

- An advisory committee consisting of teachers, parents, system leadership and board member representatives will review the reporting requirement and tools for student reporting, and recommend improvements as identified.
- The Inclusive Learning Plan (ILP) in CLEVR will be utilized as a tool to engage parents as partners in decision-making regarding collective academic and social-emotional strategies and goals.
- FSD will continue to engage and inform the community through a variety of methods.
- FSD, as a partner with the Bow River Regional Collaborative Service Delivery Model, will continue to build strong partnerships with Health, Human Services and other agencies to ensure that students and their families receive the supports they require for success in learning.

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	88.1	89.2	89.6	89.0	89.5	n/a	Very High	Maintained	Excellent	90.0	91.0	92.0
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.	80.4	79.8	79.7	79.9	79.1	n/a	High	Maintained	Good	81.0	82.0	83.0

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

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

STRATEGIES:

- Develop district policy that clearly addresses our expectations for safe, caring and inclusive schools, addressing such issues as bullying, disability and human rights issues.
- Support collaborative PLCs that focus on student data to inform teaching and instructional design for [student competencies](#) as outlined in the *Ministerial Order on Student Learning* (<https://education.alberta.ca/departement/policy/standards/goals.aspx>).
- Support the development of intervention systems to ensure students have the necessary support for their academic and social-emotional needs through the universal, targeted and individualized points of the continuum.
- Support the development of measures in assessing safe, caring and inclusive schools.
- Support the capacity building of all staff in all schools through collaborative modelling, problem solving, professional development sessions and learning together.
- Support the capacity building of all staff in schools through the development of a common language including culture and climate, explicit teaching of social-emotional competencies, ensuring these components are embedded within the curriculum, and that collaboration with parents and community partners is developed.
- Support the capacity building of staff by introducing resources to support social-emotional well-being.
- Engagement in the understanding and implementation of Restorative Practices and Restorative Justice.
- Development of individualized supports through alternative programming.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	50.0	59.4	77.8	37.3	60.2	45.0	Very Low	Maintained	Concern	65.0	67.0	68.0
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).	2.2	9.4	18.1	4.6	4.4	6.0	Very Low	Maintained	Concern	10.0	15.0	19.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.7	69.4	77.8	75.9	77.4	80.0	Low	Maintained	Issue	81.0	82.0	83.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	4.1	9.3	3.4	3.2	5.0	Very Low	Maintained	Concern	11.0	12.0	13.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.4	58.9	61.4	80.1	59.6	n/a	Low	Maintained	Issue	81.0	82.0	83.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.3	0.0	4.7	7.9	3.5	4.0	High	Maintained	Good	2.0	1.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	50.1	26.7	33.7	30.1	37.3	31.0	Very Low	Maintained	Concern	52.0	53.0	54.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	57.9	50.0	41.2	40.9	46.2	42.0	Low	Maintained	Issue	46.0	50.0	55.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	44.0	39.3	36.8	21.4	34.1	23.0	Low	Maintained	Issue	40.0	45.0	48.0

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 224 students, an increase of 16 students from the previous year. It is important to note that this represents approximately 2.8% of the total population of students in FSD. Accordingly, due to the small numbers, results can vary widely from year to year, particularly in high school based results. We will develop the capacity of all of our teachers to embed First Nations, Métis and Inuit culture into the curriculum through professional development and collaboration with our First Nations community and elders.

STRATEGIES:

- Implementation of the Early Years Evaluation-Teacher Assessment (EYE-TA) tool to provide early identification of developmental areas requiring attention in kindergarten students that both teachers and parents can support through intervention and growth. Tracking of interventions to ensure they are having an impact on student success.
- Learning Coaches, First Nations, Métis and Inuit Success Coach, Instructional Coaches, and counsellors are deployed at Longview School and Oilfields School to provide support for academic achievement as well as the social emotional wellbeing of First Nations, Métis and Inuit students. Success will be tracked and monitored at regular intervals through school based literacy data, Annual Education Results Report (AERR) and *Tell Them From Me* survey results.
- Schools are required to create safe, caring, welcoming and inclusive environments, which are respectful of culture, histories and diversity, and hold high expectations for the success of First Nations, Métis and Inuit students.
- Attendance will be carefully tracked. School administrators and the Success Coach will follow up with absent students to help eliminate barriers that may cause a lack of attendance.
- Schools with a high First Nations, Métis and Inuit population are implementing a school-wide focus on literacy and numeracy for these students. Data is being tracked through benchmark assessments, learner profiles and AERR results.
- The division will provide flexibility in programming and course completion (e.g. course completion through the HUB, online and blended coursework) to support and improve the high school completion rate for First Nations, Métis and Inuit students. Student progress in these courses is tracked and monitored by teachers of HUB courses. Early identification of students who are struggling are identified and supported.
- Administrators and the First Nations, Métis and Inuit Success Coach will facilitate community engagement sessions to share data on student results and experiences. Feedback from parents, elders and community members will be collected and addressed.
- FSD will ensure that a continuum of supports is available to all students according to their needs in the areas of social-emotional learning, behaviour and academics. Success is tracked through school based data (Fontas and Pinnell benchmarks, school based data, office referrals, etc.), and provincial test results.
- FSD will provide opportunities during system and school based learning days to build capacity on effectively embedding First Nations, Métis and Inuit content into all core courses.

Future Challenges

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

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

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

2. FSD is seeing an increasing number of students that are presenting with serious social-emotional and mental health needs. Some of these students are also presenting with a need for increasing supports to ensure their behaviour needs are met and are not a barrier to their learning. In the last year, FSD hired a Behaviour Learning Facilitator to support building the capacity of school teams as well as support the development of effective behaviour support plans. We have also increased the number of Family School Liaison Counselors. Even with these extra supports, 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.

Financial Results 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!”

School Generated Funds

Detailed information regarding School Generated Funds can be found on Note 16 of the Audited Financial Statement.

Audited Financial Statement

The Audited Financial Statements for the Years Ended August 31, 2015 and August 31, 2014 may be viewed on the Foothills School Division website at the following URLs:

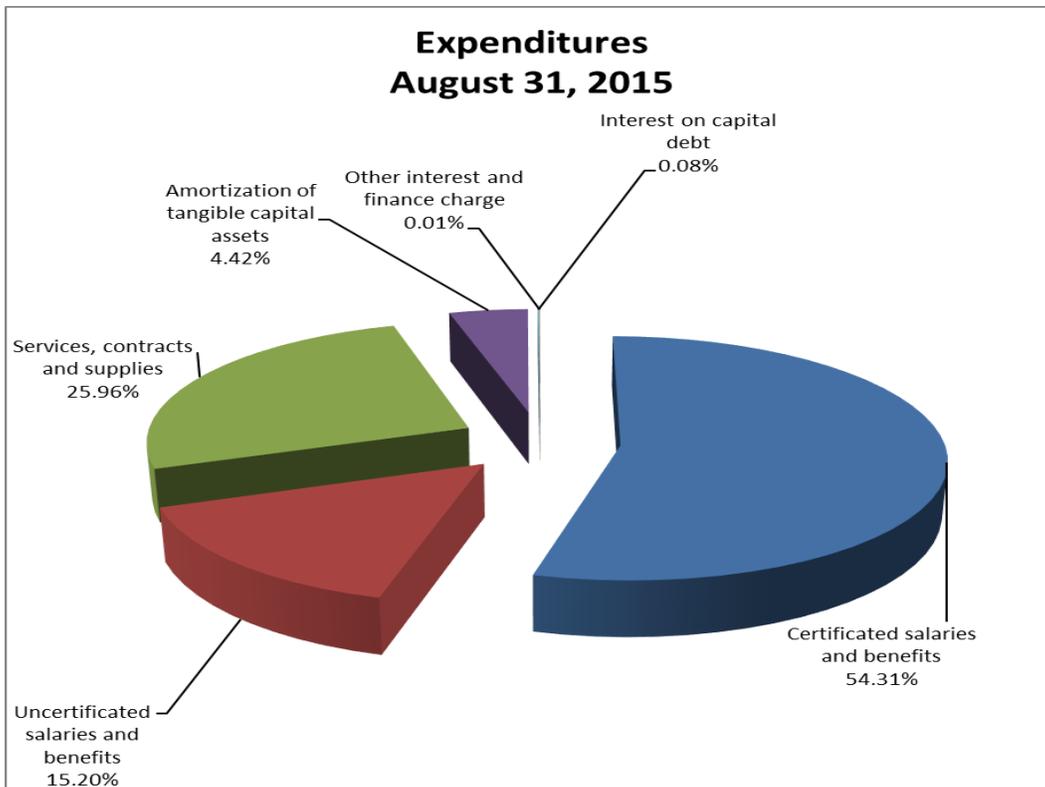
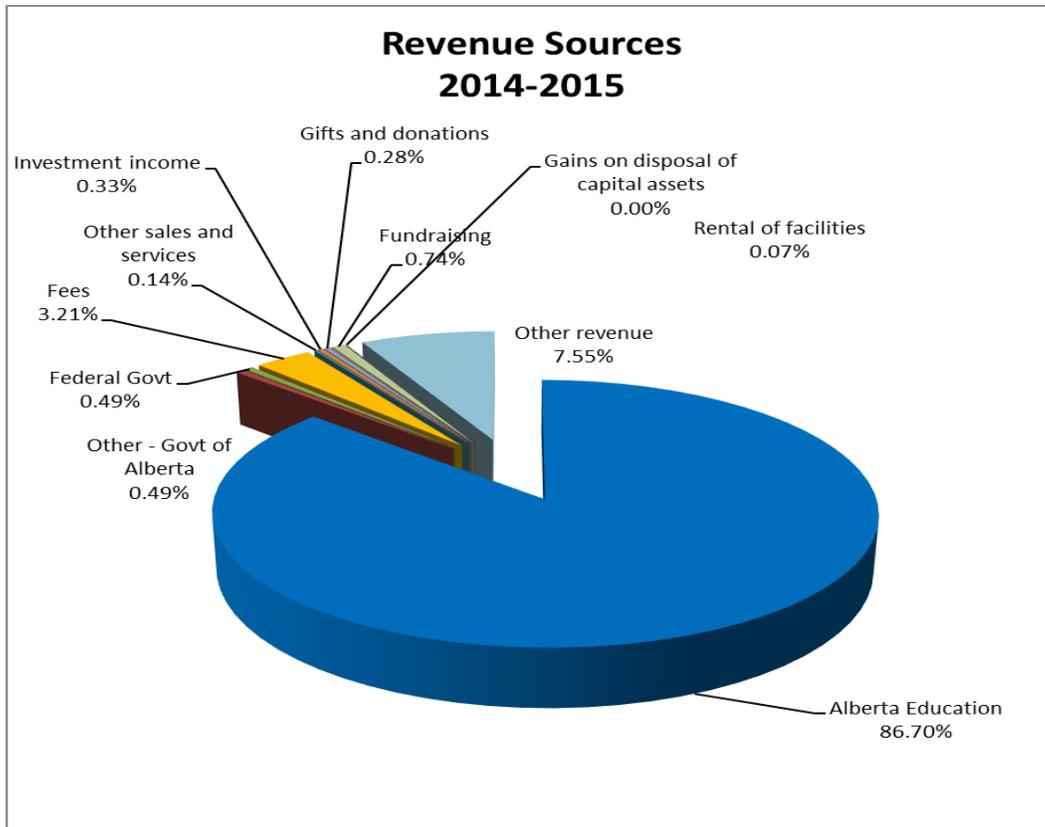
http://www.fsd38.ab.ca/wp-content/uploads/2012/03/Signed-AFS_Dec2015.pdf

<http://www.fsd38.ab.ca/wp-content/uploads/2014/12/2014-AFS-Final-Dec-3-14.pdf>

For more information, please contact Drew Chipman, Assistant Superintendent of Corporate Services at 403-652-6501 or ChipmanD@fsd38.ab.ca, or Denise Gow, Director of Financial Services at 403-652-6503 or GowD@fsd38.ab.ca

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2015
(in dollars)

		Actual
		Aug. 31 2015
<u>REVENUES</u>		
Government of Alberta		\$83,292,575
Federal Government and First Nations		\$469,238
Fees		\$3,065,372
Other sales and services		\$133,039
Investment income		\$313,314
Gifts and donations		\$266,118
Fundraising		\$703,921
Rental of facilities		\$67,720
Gains on disposal of capital assets		\$4,724
Other revenue		\$7,217,474
	Total Revenues	\$95,533,495
<u>EXPENSES</u>		
Certificated salaries		\$42,297,283
Certificated benefits		\$9,705,391
Non-certificated salaries and wages		\$11,067,683
Non-certificated benefits		\$3,490,984
Services, contracts and supplies		\$24,858,850
Capital and debt services		
Amortization of capital assets		
	Supported	\$3,174,415
	Unsupported	\$1,060,812
	Total Amortization of capital assets	\$4,235,227
Interest on capital debt		
	Supported	\$70,920
	Unsupported	\$4,568
	Total Interest on capital debt	\$75,488
Other interest and charges		\$21,842
	Total Expenses	\$95,752,748
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM		(219,253)



Budget Summary

Budget Report

The Budget Report for the Year Ending August 31, 2016 may be viewed on the Foothills School Division website at the following URL: http://www.fsd38.ab.ca/wp-content/uploads/2012/03/BRF-2016-Foothills-School-Division_Dec-2015.pdf

Please see related tables and charts on the following pages.

For more information, please contact Drew Chipman, Assistant Superintendent of Corporate Services at 403-652-6501 or ChipmanD@fsd38.ab.ca, or Denise Gow, Director of Financial Services at 403-652-6503 or GowD@fsd38.ab.ca

REVENUES AND EXPENSES BUDGET
September 1, 2015 - August 31, 2016
(in dollars)

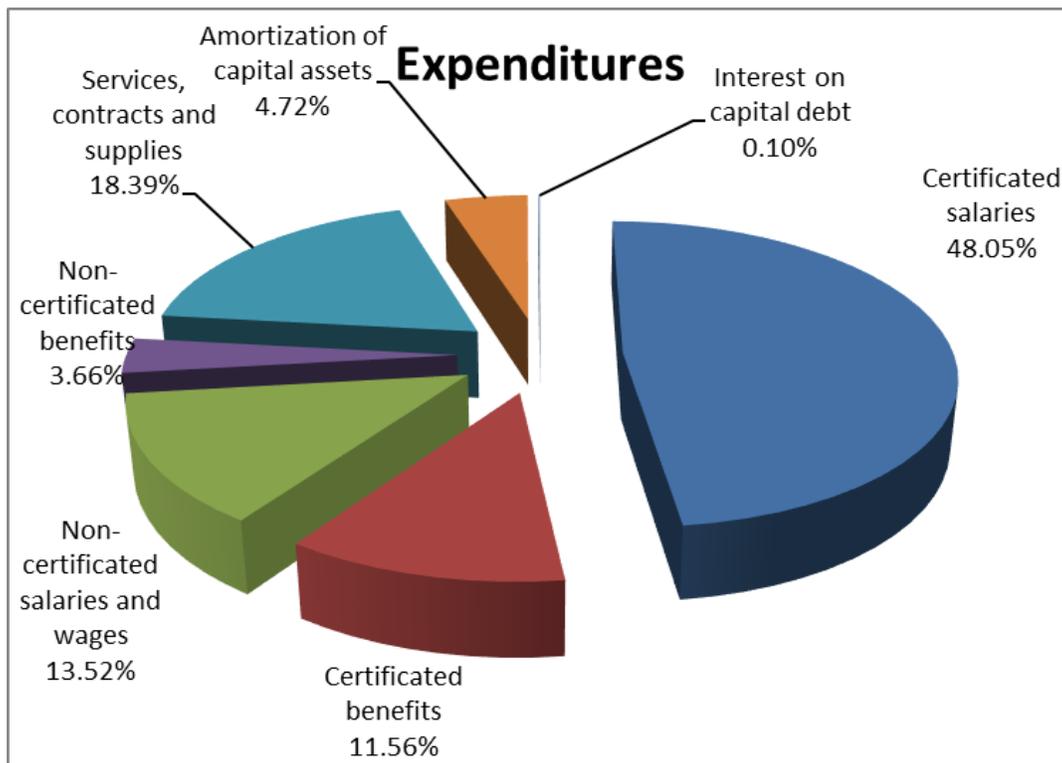
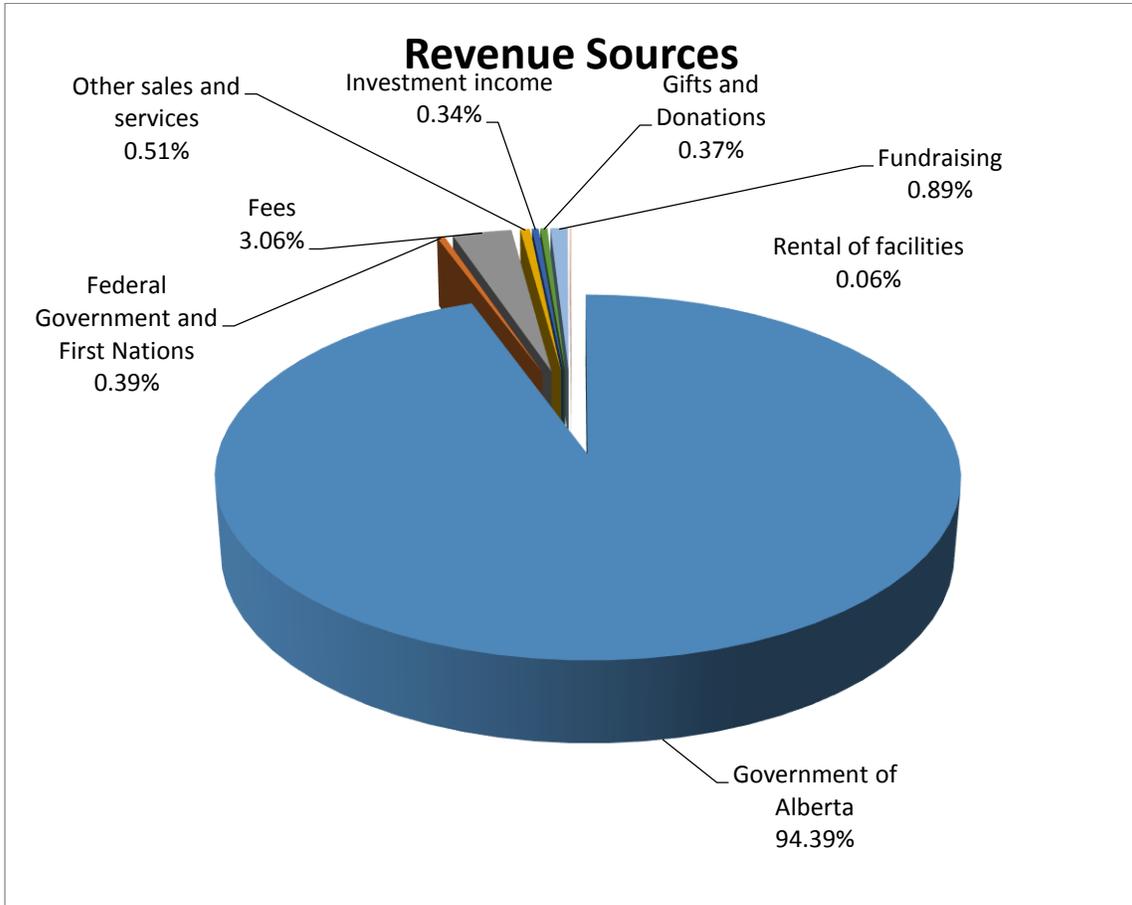
REVENUES

		Budget 2015/16
Government of Alberta		\$84,371,396
Federal Government and First Nations		\$352,860
Fees		\$2,733,069
Other sales and services		\$451,970
Investment income		\$300,000
Gifts and Donations		\$330,000
Fundraising		\$792,000
Rental of facilities		\$53,000
	Total Revenues	\$89,384,295

EXPENSES

Certificated salaries		\$43,336,882
Certificated benefits		\$10,430,235
Non-certificated salaries and wages		\$12,194,419
Non-certificated benefits		\$3,298,843
Services, contracts and supplies		\$16,582,156
Capital and debt services		
Amortization of capital assets		
	Supported	\$3,142,865
	Unsupported	\$1,118,283
	Total Amortization of capital assets	\$4,261,148
Interest on capital debt		
	Supported	\$54,600
	Unsupported	\$3,535
	Total Interest on capital debt	\$58,135
	Other Interest Charges	\$28,000
	Total Expenses	\$90,189,818

EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM	\$(805,523)
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Capital & Facilities Projects

Capital Plan

As of November 30, 2015, awaiting final approval of the following projects:

- New Construction – K-9 school in Okotoks
- Modernization – École Secondaire Foothills Composite High School/Alberta High School of Fine Arts (ÉSFCHS/AHSFA)

On October 27, 2015, FSD reached a collaborative solution with the Town of Okotoks for a parcel of land at west 32nd Street to accommodate a new K-9 school. This will enable ÉSFCHS/AHSFA to continue functioning as a high school campus. A previous plan called for a high school to be constructed at Aldersyde and ÉSFCHS/AHSFA to be modernized as a K-9 school to address space pressures in the division's other Okotoks schools serving K-9 students.

A new K-9 school at west 32nd Street, will address our vital need for more K-9 classrooms in the community of Okotoks for the immediate future. Significant public feedback indicates the community is extremely invested in FSD building a school on the 32nd Street parcel and maintaining ÉSFCHS/AHSFA as a high school campus. ÉSFCHS/AHSFA was built in the early 1980s as a composite high school with a number of shop spaces that now require modernization. The school is presently home to just over 1,000 students.

Benefits to Students

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

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

Summary of Facility & Capital Plans: 10 Year Capital Plan

New Construction Priorities

1. New K-9 schools in Okotoks:

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

2. New high school in Okotoks:

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

3. New school in High River:

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

Modernization Priorities

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

Overall Priority List

1. New K-9 school in Okotoks in United Okotoks (northwest – D'Arcy Land)
2. New high school in Okotoks
3. New school in High River
4. Cayley School modernization
5. Blackie School modernization
6. C. Ian McLaren School modernization
7. Longview school modernization
8. École Joe Clark School modernization

A Summary of Facility and Capital Plans may be viewed on the Foothills School Division website at the following URL: http://www.fsd38.ab.ca/wp-content/uploads/2012/03/2015-16-Capital-Plan_updated-12-03-15.pdf

Parental Involvement

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

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

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

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

FSD’s Board of Trustees reviews one-third of the school plans on an annual basis 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). These processes are designed to ensure accountability and solicit professional input into planning as well as to facilitate transparency in the planning and sharing of best practices throughout the Division.

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

Timelines & Communication

The FSD Plan is subject to the following timelines:

- Provincial Education Budget review.
- Budget consultations with multiple stakeholders commence shortly after the release of the budget to determine priorities for the next year.
- School planning processes begin in the spring, reviewing progress made in the yearly plan, utilizing data from the Accountability Pillar Report, and examining pertinent school and divisional survey data. FSD three-year planning (3YEP) processes also commence at this time.
- Provincial Exam results are released in the fall. School and divisional disaggregation of data take place thereafter. Plans are adjusted accordingly.
- Input for school plans is received from School Councils in the fall.
- Foothills Administrators' Association (FAA) and FSD's Board of Trustees planning sessions take place during the fall season.
- Annual School Education Plans and Results Reports are due November 30, 2015 to ensure that their input is utilized in the FSD 3YEP.
- Audited Financial Statement (for the Year Ended August 31, 2015) and Budget Summary is typically approved by the Board of Trustees at their regularly scheduled meeting during the first week of December.
- FSD 3YEP to be reviewed by the Board of Trustees and posted on the FSD website the first week of December based on the timing of the Board meeting (December 2, 2015).

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/board-of-trustees/policies-admin-procedures/400-personnel-and-employee-relations/>.

FSD did not have any instances of “whistleblowing” during the 2014-2015 school year.

