



# 2020-2021 Annual Education Results Report



# Foothills School Division Annual Education Results Report 2020-2021

Our 2020-2021 Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our 2020-2023 Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

[Foothills School Division 2020-2023 Education Plan](#)

[Foothills School Division 2021-2024 Education Plan](#)

## Foothills School Division Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

[School Land Acknowledgements](#)

[Truth and Reconciliation for Learner Success in Foothills School Division](#)

## Vision

Engagement, Support and Success for each learner.

## Mission

Each learner entrusted to our care, has unique gifts and abilities.  
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

## Impact of COVID 19 on Annual Education Results Report 2020-21

The COVID-19 pandemic has had a significant impact on the administration of the 2020-21 Provincial Achievement Tests (PATs) and diploma examinations. As well, a New Assurance Survey was piloted by the Province which replaced the previously used Accountability Pillar Survey for students, staff, and parents. Results from the Alberta Education Assurance Measures Survey (AEAM) administered in the spring of 2021 was shared with school authorities and their schools for their information. Due to the substantial shifts in the survey, our Alberta Education Assurance Report (AEAR) does not provide significant data or evaluations of our system's performance. With the unique circumstances of the 2020/21 school year, it has been recommended by Alberta Education that school authorities emphasize and use local measures in their Annual Education Results Report to evaluate outcomes and provide assurance in advancing student growth and achievement. Our well-established FSD local measures have been used and analyzed as evident in our FSD Annual Education Results Report to assess the impact of strategies implemented in our 2020-2023 Education Plan.

# Board of Trustees

## Board Chair and Superintendent Message

The 2020-2021 school year was certainly unique in many respects, and the effects of the ongoing Covid 19 pandemic shaped the year in many important ways. The Foothills School Division's (FSD) commitment to continuous improvement was highly visible throughout the organization during the entire school year. Our collective efforts were guided by a revisioning of the application of Learner Engagement, Support and Success in a school year shaped by health guidelines, many important restrictions, and very limited student cohorts within our schools. The results of our collective work are once again evident in our AERR data which has remained consistent and strong despite the many challenges we faced over the past year. We caution that the data points outlined in the AERR below are only the tip of the iceberg regarding the story of FSD during the last school year. The 2020-2021 school year was one of constant adaptability, ongoing innovation and consistent support to students, families, and one another across the entire Division. This work took place daily and was punctuated by severely reduced opportunities to work alongside one another as a large part of this work took place via virtual means. Notwithstanding even with many new and unfamiliar challenges, we faced, we continued to achieve and surpass our organizational and community objectives and expectations for high-quality teaching and learning taking place in safe, caring, welcoming and inclusive learning environments, whether in person or virtual. The outstanding work of our FSD Team cannot be overstated, nor can the continuous support of our FSD community. By working together under very challenging circumstances, our collective efforts, commitment, and dedication provided a sense of normalcy and routine to our students, colleagues, and families across the Division. This is truly something to be very proud of, and we offer our sincere and heartfelt congratulations and thanks to our students, FSD Team and FSD community for persevering and achieving together.

We remain proud to serve our GFSD community and are happy to share that FSD continues to demonstrate a consistent trend towards growth and improvement. Our planning and reporting processes reflect the guiding principles, domains and processes outlined in the Assurance Model. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. We have used a variety of methods to communicate and engage with stakeholders in the development of our Education Plan, Budget and in sharing results achieved to provide assurance. Effectively engaging stakeholders in the development of our Education Plan and sharing results has resulted in several benefits including ensuring being more responsive to local needs, increasing stakeholder understanding of education matters and improving decision making. Our well-established local measures have been used and analyzed to assess the impact of strategies implemented. We recognize that we have ongoing work to achieve improvement in all measures on a yearly basis yet are proud to have accomplished such solid results in a pandemic year. We also recognize that we can and will improve our measures in the areas of literacy and numeracy by focusing on unfinished learning due to disruptions in learning because of the pandemic. We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal. We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.

In addition to Provincial measures, our variety of local measures assess impact of strategic planning and provide assurance of growth and improvement. We consistently engage our stakeholders to inform our decision-making. We have a number of local measures to identify areas of strength and areas for growth in literacy, numeracy, social emotional competencies, intellectual engagement and professional learning. Results of these local measures are available in this report as well. We are happy to note that a majority of these local measures and impact of strategies implemented are rated as excellent or good. We also recognize that our work in supporting numeracy development continues to be an area of growth for our Division. Overall, our commitment to Learner Engagement, Support and Success is providing strong results and we are excited to continue this trend of improvement once again next year.

We offer sincere thanks and appreciation to our FSD Team for the results summarized above and reported upon throughout this document. The Team's hard work and unwavering commitment to Learner Engagement, Support and Success is to be celebrated, especially given the influence of the pandemic throughout the school year. On behalf of The Foothills School Division, we extend our sincere appreciation to our valued FSD Team for their dedication and contribution to continuous improvement, designing and delivering high quality learning opportunities to our students, and providing welcoming, safe, caring and inclusive learning environments that are supportive and reflective of our diversity of learners. We invite you to learn more about the FSD story as you read through the pages that follow. Please know that our Division Administration, our Trustees, and our school leaders and learning teams look forward to talking with you about our current results as well as our plans to continue to improve in the future.

## [Trustees](#)

[Trustee Pledge, Core Values and Guiding Principles](#)

[Board Priorities, Goals and Strategic Direction](#)

[FSD Board Policy 01: Division Foundational Statements](#)

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

- [Ward 1 – Jack Molyneux](#)
- [Ward 2 – John Evans, Vice Chair](#)
- [Ward 3 – Theresa Letendre, Chair](#)
- [Ward 4 – Sharon Nichols](#)
- [Ward 4 – Lisa Penzo](#)
- [Ward 5 – Phil Irwin](#)

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



## **Providing Assurance**

FSD's planning and reporting processes reflect the guiding principles, domains and processes outlined in Alberta Education's Assurance Framework. FSD's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. The Foothills School Division Education Plan and Annual Education Results Reports (AERRs) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. Our FSD strategic Planning Process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our Three-Year Fixed Term (2021-2024) Education Plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan \(2020-2023\)](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. Our Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. FSD has established a system of accountability and assurance for its individual schools that enable continuous improvement and evidence-informed decision



making. There are clear connections between school and Division plans. The Division priorities and assurance framework provide strategic direction to schools in the development of their plans and in engaging stakeholders (i.e., School Council) on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our Education Plan and AERR. FSD has used a variety of methods to communicate and engage with stakeholders in the development of our Education Plan and Budget and in sharing results achieved to provide assurance. Effectively engaging stakeholders in the development of our Education Plan and sharing results has resulted in several benefits including ensuring being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Coherence Between Ministry Outcomes and Foothills School Division Goals		
Ministry Outcomes /Goals	FSD Outcomes/Goals	Assurance Domains
Alberta's students are successful	<ul style="list-style-type: none"> <li>• Advance innovation &amp; design</li> <li>• Advance learning for transfer</li> <li>• Advance numeracy &amp; literacy</li> <li>• Advance wellness &amp; wellbeing</li> <li>• Advance our continuum of supports</li> </ul>	<ul style="list-style-type: none"> <li>• Student Growth &amp; Achievement</li> <li>• Learning Support</li> </ul>
First Nations, Métis, and Inuit students in Alberta are successful	<ul style="list-style-type: none"> <li>• Advance First Nations, Métis, and Inuit student success</li> </ul>	<ul style="list-style-type: none"> <li>• Student Growth &amp; Achievement</li> <li>• Learning Support</li> </ul>
Alberta has excellent teachers, school leaders, and school authority leaders	<ul style="list-style-type: none"> <li>• Advance excellence in teaching, learning and leading</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Leading</li> </ul>
Alberta's K-12 education system is well governed and managed	<ul style="list-style-type: none"> <li>• Advance stakeholder engagement &amp; communications.</li> <li>• Advance evidence-based continuous improvement and assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Local &amp; Societal Context</li> <li>• Governance</li> </ul>

### Accountability Statement for The Foothills School Division Annual Education Results Report 2020-2021

The Annual Education Results Report for The Foothills School Division for 2020-21 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The Annual Education Results Report for 2020/2021 was approved by the Board on November 24, 2021.



Theresa Letendre, Chair  
Board of Trustees



Christopher Fuzessy, PhD  
Superintendent of Schools

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca). The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed [Administrative Procedure 404 – Duty to Report – Whistleblower Protection Act](#) to manage this new requirement.

## Our Division

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

[Vision, Mission & Priorities](#)

[Coherence Framework](#)

[Framework for Learning](#)

[School Boundaries](#)

[Schools](#)

[Superintendent's Office](#)

### Highlights 2020-21

- [Online learning school - Hub@Home](#)
- [FSD 2020-21 Relaunch Handbook](#)
- Comprehensive Stakeholder Engagement: [engagefsd.com/school-relaunch-public-engagement](https://engagefsd.com/school-relaunch-public-engagement)
- FSD Chair Larry Albrecht welcomed the \$2,864,000 in Federal Funding and the provincial government distribution of those funds to address COVID-19. This supported PPE, enhanced cleaning, additional teaching, and support staff and at home learning needs.
- [Partnerships](#) with AHS and Zone Medical Officers of Health were established to support health and safety of our school communities.
- Truth and Reconciliation: [Orange Shirt Day](#).
- The Board of Trustees [engaged the public in their comprehensive review of Board Policies](#) via a public engagement platform.
- Foothills School Division engaged the public on the [Feasibility in establishing a Nature Based Learning program](#) at École Percy Pegler School. In February the [Board voted to approve a k-6 program at ÉPPE](#).
- [Alberta School Boards Association awarded Foothills School Division](#) with their Public Engagement Award.
- Division staff who reached career Milestones and retirements in the 19/20 school year were celebrated in December through virtual Milestones with Covid-19 continuing to cancel in-person events.

- FSD Student [set a world record for his deadlift of 225lbs.](#)
- Turner Valley School received a [\\$10,000 donation from TC Energy.](#)
- FSD conducted a comprehensive community engagement [“Vision 2034”](#) to get stakeholders thinking of how the world will look like in 2034, asking how do we ensure that our graduates will be successful in their future? This informed annual Education Planning and budgeting.
- Foothills School Division announced plans to collect feedback from school communities to [inform the Alberta Education draft curriculum.](#)
- FSD launched a [spread kindness and caring across Foothills School Division](#) campaign to celebrate staff who make a difference.
- Ms. Jessie McCauley was celebrated as the [FSD Edwin Parr Award nominee.](#)
- Support Staff across FSD were honoured for their contributions [Excellence in Supporting Student Success Awards.](#)
- [Distinguished Leadership Awards](#) as outstanding Alberta school leaders.
- Cameron Crossing School were the recipients of a [charitable contribution of \\$10,550 from 100 Women Who Care.](#)
- FSD partnered with Alberta Health Services Calgary Rural Primary Care Network & Youth Branch - Foothills Children's Wellness Network to launch a [Foothills Cares campaign for the 2021-22 school year.](#)
- [Graduates of the remarkable 2020/2021 school year](#) were celebrated across the Division.

### **Accomplishments 2020-21**

- The Foothills School Division (FSD) Board of Trustees is committed to actualizing its governance role through the lens of Engagement, Support and Success for each Learner, and this throughout the Division.
- The work of our entire Division team and community in responding to the implementation of countless new Public Health guidelines and restrictions in all our schools and across the Division.
- The FSD Lead Team (Board of Trustees and Division Executive Team) undertook a visioning process with all stakeholders during the 2020-2021 school year. The Vision 2034 work took place over several months and included many phases that required community and staff team input in developing the shared vision – Vision 2034.
- The Board of Trustees and Executive Team consulted on three particular questions around FSD’s continued budget planning moving forward.
- FSD introduced important changes to both the framework and format of the education plans across the Division in the Assurance Model.
- Our multi stakeholder School Relaunch/Recovery Committee ensured many voices guided the planning for the upcoming school year.
- The Foothills School Division received the Alberta School Boards Association (ASBA) Award for Community Engagement.
- FSD developed an Innovation and Design Framework that is being implemented across the Division this school year. FSD also developed a Career Futures plan that operationalizes the framework and is supported by the introduction of the Innovation and Design Facilitator at FSD.
- FSD built an online school platform from grade 1 to 12 at the beginning of the school year. Hub@Home welcomed over 800 students and families throughout the school year as their preferred option for schooling during the pandemic.
- Sincere thanks and appreciation go out to all members of the FSD community, and to our valued staff team whose individual and collective contributions provided for our collective success.

### **Trends and Issues**

- Enrollment remained fairly stable at The Foothills School Division, though close to 800 students opted to enroll in our new online school, Hub@Home throughout the 2020-2021 school year.

- With little growth in enrollment, FSD continued to recruit and hired a few new staff to join our FSD team.
- The Division benefited from close to \$ 2.6 million in additional Covid risk mitigation funding provided by the federal and provincial governments.
- The budget work continued with further savings realized as the Board passed the 2021-2022 budget in June of 2021. The Board also approved further use of \$3,591,780 of its operational reserves to balance the budget.
- Property insurance costs also skyrocketed last year as part of the fall budget update. FSD saw a 231% increase in insurance costs that translated into an unforeseen \$940,000 dollar increase in costs.
- The Board of Trustees undertook an ambitious plan to review all FSD policies over the course of the school year.
- The Superintendent at FSD served in his second full year through the 2020-2021 school year.

### Future Challenges

- There are many challenges facing Albertans and The Foothills School Division moving forward as we hopefully move out of the Covid 19 pandemic. These can be summarized as addressing unfinished learning in our students, supporting the positive mental health of our students, staff team and community, and providing a trauma informed lens for our world over the next several years.
- We will also be faced with continuing budget contractions, increasing property insurance costs, as well aligning our spending and revenues in our Transportation, Custodial and Facilities Services areas of operations.
- We will also see the introduction of new K to 6 curriculums in our schools over the course of the next year or two. This too will pose challenges in supporting implementation and professional learning effectively for our school teams across the Division.
- We will also need to continue developing our partnerships within the Foothills Community and beyond.
- We must also remain dedicated and focused upon our educational goals and objectives and continue to ensure that we provide high quality teaching and learning opportunities for our students and staff team, and this within safe, caring, welcoming and inclusive learning environments.

## FSD Highlights and Celebrations: 2019-2020 AERR Report

*(Note: May 2020 Accountability Report represents our most recent evaluation of provincial accountability measures)*

### Provincial Measures

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

Performance Measures	Safe & Caring 90.6%	Program of Studies 85.1%	Education Quality 90.9%	Work Preparation 82.3%	Citizenship 83.4%	Parental Involvement 81.2%	Continuous Improvement 82.8%
Evaluation	Excellent	Excellent	Excellent	Good	Excellent	Good	Excellent

### **Performance Measures (Data Not Available)**

*Dropout Rate, High School Completion, Provincial Achievement Tests, Diploma Exams, Rutherford Scholarship, Transition Rates*



**EXCELLENT Safe and Caring: Improved**

Indicators: Students treat each other well, Teachers care about students, Child is safe at school, Child is safe to & from school, Child is treated fairly by adults at school

**EXCELLENT Program of Studies: Improved**

Indicators: Another language, Art, Computers, Drama, Health, Music, PE, Variety of Subjects

**EXCELLENT Education Quality: Maintained**

Indicators: Quality of education, Quality of Teaching, Students learning what they need to know, Students understand what they are expected to learn, Child finds schoolwork challenging, Child finds work interesting

**EXCELLENT High School Completion Rate: Improved Significantly****EXCELLENT Citizenship: Maintained**

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

**EXCELLENT Continuous Improvement: Maintained****GOOD Work Preparation: Improved**

Indicators: Child is taught attitudes/behaviours to be successful when left school

**GOOD Parental Involvement: Improved**

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

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



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

## Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 1180 The Foothills School Division



Assurance Domain	Measure	Foothills School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.9	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	81.3	83.4	83.6	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	90.2	90.3	88.4	83.4	80.3	79.6	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	93.2	91.3	91.1	86.2	85.3	84.8	Very High	Improved	Excellent
	<a href="#">PAT: Acceptable</a>	n/a	n/a	77.4	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	17.8	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	86.8	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	18.2	n/a	n/a	24.1	n/a	n/a	n/a
	<a href="#">Education Quality</a>	88.8	90.9	90.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	76.7	81.2	80.7	79.5	81.8	81.4	n/a	n/a	n/a

### FSD Assurance Survey Summary

Assurance Domain	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Provincial Current Result
Student Growth and Achievement	Student Learning Engagement	83.9	n/a	n/a	85.6
	Citizenship	81.3	83.4	83.6	83.2
Teaching & Leading	Education Quality	88.8	90.9	90.7	89.6
Learning Supports	Safe & Caring	87.2	n/a	n/a	87.8
	Access to Supports & Services	81.4	n/a	n/a	82.6
Governance	Parental Involvement	76.7	81.2	80.7	79.5

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

## Our Vision

Engagement, Support and Success for Each Learner.

## Our Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!

## Our Commitments for Optimum Student Learning



## Our Priorities

**Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.

**Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

**Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership.

## Engagement

## Support

## Success

### Local and Societal Context

### Learning Supports

### Student Growth and Achievement

**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

**Assurance Measure:** FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

## Governance



## Teaching and Leading

**Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.



**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

# Foothills School Division Goals 2020 - 2021

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
<b>Goal 1</b> Advance system-wide stakeholder engagement	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement</a>	<b>Goal 1</b> Advance a system-wide approach to a safe, caring, and welcoming learning environment	<b>Strategic Plan</b> <a href="#">Safe, Caring and Welcoming Learning Environment</a>	<b>Goal 1</b> Advance system-wide innovation, creativity, and competency development	<b>Strategic Plan</b> <a href="#">Innovation, Creativity and Competency Development</a>
<b>Governance</b>		<b>Goal 2</b> Advance system-wide continuum of supports	<b>Strategic Plan</b> <a href="#">Continuum of Supports</a>	<b>Goal 2</b> Advance system-wide literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
<b>Goal 2</b> Advance system-wide evidence-based continuous improvement cycles	<b>Strategic Plan</b> <a href="#">Continuous Improvement Cycles</a>	<b>Goal 3</b> Advance system-wide approach to positive mental health, wellness, and well-being	<b>Strategic Plan</b> <a href="#">Positive Mental Health, Wellness and Well-being</a>	<b>Goal 3</b> Advance system-wide First Nations, Métis and Inuit student success	<b>Strategic Plan</b> <a href="#">First Nations, Métis, and Inuit Student Success</a>
		 <div><b>Vision 2034:</b> <b><a href="#">Prepared for the Future</a></b></div>		<b>Teaching and Leading</b>	
				<b>Goal 4</b> Advance system-wide high-quality design, instruction, and assessment practices	<b>Strategic Plan</b> <a href="#">High-quality Design, Instruction and Assessment</a>
				<b>Goal 5</b> Advance system-wide excellence in teaching and leading	<b>Strategic Plan</b> <a href="#">Excellence in Teaching and Leading</a>

# Engagement

## Our Story of Engagement

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

[Engage FSD](#)

[Vision 2034: Prepared for the Future](#)

[Students' Matters](#)

[Community Engagement](#)

[FSD 2020-21 School Renewal Handbook](#)

[Trustee News & FSD Trustee Guide to Good Governance](#)

## Stakeholder Engagement Results Analysis

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

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance system-wide stakeholder</b></p> <p>Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<ul style="list-style-type: none"> <li>Learners communicate, collaborate &amp; solve problems to advance education excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing stakeholder engagement practices ensure the education system identifies and responds to the learning needs, interests, aspirations, and diverse cultural, social, and economic circumstances of students.</li> <li>Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>



## Measures and Targets

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

### Provincial

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

### Local

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

### Measure Evaluation (Adapted from Alberta Education 2021)

Impact of strategies implemented

	Very High	←	Goal Achievement	→	Very Low
Improved Significantly ↑ Improvement from Last Year ↓ Declined Significantly	Excellent	Good	Good	Good	Acceptable
	Excellent	Good	Good	Acceptable	Issue
	Excellent	Good	Acceptable/Maintained	Issue	Not yet addressed
	Good	Acceptable	Issue	Issue	Not yet addressed
	Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

## Evidence

Provincial and Local Measures

<b>Stakeholder Engagement Performance Measures</b>  <a href="#">Community Engagement Infographic</a>	<b>Student Engagement</b> Student representation from all FSD schools in the Students' Matters Committee.	<b>Staff Engagement</b> Staff representation from all FSD schools & facilities in the Staff Advisory Council.	<b>Parent Engagement</b> All schools have a school council and representation on the Council of School Councils.	<b>Community Engagement</b> Multiple stakeholder opportunities with active participation.	<b>Communications</b> Ongoing communication that highlighted the impact of feedback on decision making.
<b>Evaluation</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>	<b>Excellent</b>

# Stakeholder Engagement

Stakeholders	Students	Staff	Parents	Community/Business	All Stakeholders
<b>Stakeholder Engagement Opportunities that informed priorities, actions and decision making in FSD.</b>	<p><b>Students' Matters Committee:</b> All FSD schools have students represented on this committee (Gr. 5 - 12). The committee meets three times a year to provide student voice and perspective on Division programs, initiatives, and education plans. This committee engages, empowers, and honours students as education partners and leaders of change in their school and community.</p> <p><b>Student Councils:</b> Student Councils give students opportunities to share input and perspectives on school programs and initiatives. They improve relationships between students, teachers, parents, and school leadership. Students take responsibility and ownership of their learning and school community while promoting a welcoming, caring, respectful and safe learning environment.</p> <p><a href="#">Student Learning Link</a>  <a href="#">Students' Matters Update</a>  <a href="#">Students' Matters Engagement</a></p> <p><b>School Engagements:</b>  <a href="#">Red Deer Lake School</a>  <a href="#">CI McLaren School</a>  <a href="#">École Okotoks Junior High School</a>  <a href="#">Blackie School</a>  <a href="#">École Highwood High School</a></p>	<p><b>Staff Advisory Committee:</b> Representatives from all employee groups are represented on this committee from each school and facility site. The committee meets three times a year to provide staff voice to decision making.</p> <p><b>Shared Leadership Teams and Lead Teachers:</b> A shared leadership model that is co-created, consultative, and collaborative in decision-making, informed by open dialogue and multiple perspectives of the team.</p> <p><a href="#">Staff Learning Link</a>  <a href="https://bit.ly/SMWorkshops21">https://bit.ly/SMWorkshops21</a></p>	<p><b>School Councils:</b> School Councils enhance student learning by engaging parents, staff, and community members to advise the Principal and the Board on matters concerning school improvement planning. School Councils are a means for parents and community members to work together with the school to support and enhance student learning.</p> <p><a href="#">Council of School Councils (COSC):</a> COSC enhances communication among the School Councils, the Division, the Superintendent, Trustees, and the community. Each School Council within the Division shall be a member of COSC. COSC provides parents, staff and interested community members an opportunity to discuss significant matters relating to student learning. They advise the Board regarding matters of common interest and enhance parental engagement through learning opportunities.</p> <p><a href="#">Parent Learning Link</a>  <a href="#">Board Highlights and Trustee News</a>  <a href="#">Superintendent Updates</a>  <a href="#">School Council Presentations</a></p>	<p><b>School Relaunch/Renewal Committee:</b> A multi-stakeholder engagement committee consisting of staff, parents, community/business representatives that has focused on providing voice to all stakeholders in supporting continuity of learning and quality education through a pandemic.</p> <p>This committee was fundamental in the development of the FSD School Relaunch Handbook. Committee has shifted focus to that of RENEWAL which will provide opportunities for voice to all stakeholders in supporting the success of our current and post pandemic education by renewing our learning environments, re-engaging our students, staff, and community, and ensuring a culture of positive mental health and wellbeing.</p> <p><a href="#">2020-21 School Renewal Handbook</a></p>	<p><a href="#">Engage FSD</a></p> <p><a href="#">Vision 2034</a></p> <p><a href="#">Budget &amp; Education Plan Stakeholder Engagement</a></p> <p><a href="#">Policy Review Engagement</a></p> <p><a href="#">Blackie School Modernization</a></p> <p><a href="#">Nature Based Learning</a></p> <p><a href="#">Technology: 1 to 1 Device</a></p> <p><a href="#">Stakeholder Engagement Infographic</a></p> <p><a href="#">Budget Infographic</a></p> <p><a href="#">Community Engagement</a></p>

## Key Insights from Results Analysis

*Impact and effectiveness of strategies implemented in achieving the goal*

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

<b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>School Division Governance and Management:</b> Increase stakeholder engagement to ensure governance aligns with and is responsive to the needs and expectations of the community, improves decisions made and provides assurance, trust, and confidence in the system.	<b>Excellent</b>
<b>Build Meaningful Relationships:</b> Create opportunities for students, staff, parents, and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.	<b>Excellent</b>
<b>Communications Plan:</b> Advance a system-wide communications plan that connects and engages stakeholders in the Foothills School Division learning community by engaging in ongoing information specific to divisional goals, outcomes, and priorities through a wide-variety of communication means.	<b>Excellent</b>
<b>Celebrate, Celebrate, Celebrate:</b> Publicly recognize and celebrate the contributions of students, staff, parents and community in advancing educational excellence in Foothills School Division.	<b>Excellent</b>
<b>Advocacy Actions:</b> Meaningfully engage stakeholders to identify and understand needs for educational change and improvement and develop advocacy action plans.	<b>Excellent</b>
<b>Policy and Procedures:</b> Identify and refine policies and procedures for ensuring consistent and purposeful stakeholder engagement in decision-making and strategic planning to collectively advance educational excellence.	<b>Excellent</b>
<b>Stakeholder Engagement Framework and Toolkit:</b> Continue to use protocols of engagement to ensure consistency and excellence in engagement.	<b>Excellent</b>
<b>Stakeholder Principles and Promise:</b> Develop Engagement Principles of Accountability and Assurance, Inclusivity, Transparency, Promise and Commitments and Responsiveness.	<b>Excellent</b>
<b>Leadership in Stakeholder Engagement:</b> Develop wiser practices and build the capacity of leaders across the Division in stakeholder engagement strategies to support decision making and educational planning at all levels.	<b>Good</b>
<b>Stakeholder Advisory Groups &amp; Community Engagement Opportunities:</b> Create regular engagement opportunities and communications that allow students, staff, parents, and community members to have a voice in decision-making, be fully informed, and have a deep understanding educational priority and plans of the School Division.	<b>Excellent</b>

<b>Amplify Student Voice:</b> Continue to create more opportunities for students to share their perspectives, ideas, and thoughts on improving learning in the classroom, at the school and across the Division.	Excellent
<b>Parental Involvement:</b> Build strong parental involvement in classrooms, at schools and across the Division. Parents will be encouraged and empowered to take opportunities to get involved and make a positive difference.	Good
<b>Community Supports &amp; Partnerships:</b> Continue to explore and develop community supports and partnerships to enhance programs, learning opportunities and experiences for students. Structures and systems to attract greater community involvement will be created so parents, businesses, and service providers know how they could become more involved or support learning.	Excellent
<b>Student Learning Link, Staff Learning Link, Parent Learning Link and Community Learning Sessions:</b> Resources and information on a variety of educational subjects and themes will be made available to parents and community through learning sessions and the new Parent Learning Link on the FSD website.	Good

#### Areas of Strength:

- Overall Quality of Education in FSD is Excellent and above provincial average in percentage of teachers, parents and students satisfied with the quality of education.
- Increase in the percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years as indicated by the 2019-2020 APORI.
- Significant participation by stakeholders (students, staff, parents & community) in a variety of engagement opportunities regarding Board Policy, Education Planning, Budget and Division and School Relaunch Planning.
- Evidence of stakeholder voice in decision making as evident in Board Policy review, Education Planning, Budget, and Relaunch plans.
- Evidence of learners communicating, collaborating, thinking critically, and solving problems together in education planning included the multi-stakeholder school relaunch committee in the development of the FSD School Relaunch Handbook.
- Increase in resources available to stakeholders (students, staff & parents) through the FSD Learning Links and increased usage of FSD Learning Links by all stakeholders.
- The Division and Schools engaged students, parents, staff and community members in the education planning process, shared progress on an ongoing basis and communicated Annual Education Results Report through a variety of means.

#### Areas for Growth:

- AEAR shows a decrease in the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. This is expected due to changes in parental access to schools.

#### Next Steps:

- FSD established processes, programs/services, strategies, and locally identified measures/data, to demonstrate how and to what extent, we are meeting our responsibilities in each assurance domain which demonstrates we are considering and responding to student needs and local context.

## Continuous Improvement Results Analysis

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

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance system-wide evidence-based continuous improvement cycles.</b></p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> <li>Education system is well governed and managed.</li> </ul>	<ul style="list-style-type: none"> <li>The Board of Trustees engage students and their families, staff and community in the creation and ongoing implementation of a shared vision for student success.</li> <li>Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.</li> <li>Resources are allocated and managed in the interest of ensuring student success, in alignment with system goals and priorities.</li> <li>Learning is relevant, clearly articulated and designed for implementation within local contexts.</li> <li>System-wide approach to cycles of evidence-based continuous improvement to inform ongoing planning, and priority setting and to build capacity.</li> </ul>

## Measures and Targets

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

### Provincial

- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Overall Quality of Basic Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

### Local

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



## Measure Evaluation (Adapted from Alberta Education 2021)

Impact of strategies implemented



## Evidence

Provincial and Local Measures

### Alberta Education Assurance Survey (AEAR)

Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

<b>Provincial Performance Measures (2021)</b>	<b>Education Quality</b> Current Year 88.8% Previous 3-year average 90.7% Provincial 89.6 %	<b>Parental Involvement</b> Current Year 76.7% Previous 3-year average 80.7% Provincial 79.5%	<b>Continuous Improvement</b> Data not available
<b>Evaluation</b>	Evaluation Measures not available	Evaluation Measures not available	Evaluation Measures not available

Performance Measure: Providing Assurance through Guiding Principles	Evaluation
Develop/update plans based on results, contextual information, and provincial direction	Good
Incorporate stakeholder input based on engagement activities at various points throughout the process	Excellent
Prepare budgets that allocate or re-direct resources to achieve priorities and meet responsibilities	Excellent
Implement research and practice-informed strategies to maintain or improve performance across domains	Excellent
Monitor implementation and adjust efforts, as needed	Good
Measure, analyze, and report results	Good

Use results to identify areas of strength, areas for growth and next steps	Excellent
Communicate and engage with stakeholders about school authority plans and results	Good

### Key Insights from Results Analysis

*Impact and effectiveness of strategies implemented in achieving the goal*

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

Strategies <i>Strategies are actions taken to achieve goals and desired outcomes</i>	Evaluation <i>Impact of strategies implemented</i>
<b>High Quality Effective Governance:</b> Continue to demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.	Excellent
<b>System Planning:</b> Advance a system of accountability and assurance that focuses on coherence, continuous improvement, evidence-informed decision making and stakeholder engagement.	Excellent
<b>Education Plans and Annual Results Reporting:</b> Continue to develop education plans and annual results reports that identify key priorities and improvement areas and report on results through a core set of provincial measures and local measures that assess progress in achieving goals.	Excellent
<b>Assurance Framework:</b> Continue to provide assurance to the government, local stakeholders and the public that Foothills School Division is fulfilling their responsibilities and students are successful.	Excellent
<b>Guiding Principles of Assurance:</b> Continue to ensure sound and consistent decision making through the principles of assurance.	Excellent
<b>Continuous Improvement Cycles:</b> Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making, engagement, learning and capacity building.	Good
<b>Analyze Evidence:</b> Continue to advance our system-wide approach to select and analyze system, school, and student evidence to inform next steps in educational improvement planning through building our capacity in data literacy.	Good
<b>Iterative System Structure:</b> Continue to develop collective efficacy through an iterative systematic structure and process that empower leaders and teachers to purposefully use evidence to inform learning, continuous improvement, and system growth.	Good
<b>System-wide Measures:</b> Common points of data/evidence will be gathered, accessed, and analyzed by FSD staff to assess impact of strategies implemented on student learning.	Good
<b>Common Access to Data/Evidence:</b> Provide processed contextualized system data for school leaders. A common space has	Good

been created for school and system leaders to access clear and timely evidence of student learning.	
<b>Data Literacy:</b> Build the capacity of school leaders and staff around data literacy and school-based structures for turning evidence into action.	Good
<b>Assurance Evidence Structures:</b> Develop and deploy robust assurance evidence structures and local measures.	Excellent

#### Areas of Strength:

- Increase in % of teachers, parents and students that indicate their school and schools in their jurisdiction have improved/stayed the same the last 3 years which is strong evidence of continuous improvement (Accountability Pillar Survey 2020).
- FSD nurtured a culture of continuous improvement and collective responsibility by advancing elements of good governance including the development of the [FSD Trustee Guide to Good Governance](#) and [Policy Review Engagement](#).
- FSD established a system of accountability and assurance that focused on continuous improvement, evidence-informed decision making and stakeholder engagement as evident in [Administrative Procedure 118: Annual Assurance Actions](#).
- The FSD vision, mission, priorities, and guiding principles for decision-making provides overall direction for system planning.
- FSD developed a new communication plan in sharing [Trustee News](#) at School Council Meetings and with the school community to provide assurance to parents on an ongoing basis that good governance is advancing student growth and achievement in FSD.
- FSD interpreted and reported results to parents, students, Alberta Education and the public sharing areas of strength, areas for improvement and next steps through the [Annual Education Results Report 2019-2020](#) and [Education Plan 2020-2023](#). FSD used results to improve the quality and effectiveness of education programs to improve student learning and achievement. [Administrative Procedure 101: Annual Education Results Report](#)

#### Areas for Growth:

- Decrease in % of teachers and parents satisfied with parental involvement in decisions about their child's education (AEAR 2021) is a direct result of COVID measures.

#### Next Steps:

- A clear connection between school and division plans and priorities, provides strategic direction for the entire Division. [FSD Administrative Procedure 102: School Annual Education Plans and Annual Education Plan Results Reports](#).
- FSD developed and deployed robust school and system level assurance measures. Evidence of growth in structures and systems that support collaboration, collective efficacy and responsibility. FSD's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- Updated Administrative Procedure 100: Three-Year Education Plan and AERR to align with the Assurance Model and developed FSD Assessment, Assurance and Accountability Strategy [Administrative Procedure 100 Three-Year Educations Plans and Annual Education Results Report \(AERR\)](#). FSD's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance.

# Support

## Our Story of Support

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

[FSD Cares](#)

[FSD Parent Learning Link](#) - [FSD Staff Learning Link](#) - [FSD Student Learning Link](#)

[Support for each learner](#)

[Staff Wellness and Student Well-being](#)

[Inclusive Learning](#)

[Accessing my Learning and Academic Resources](#) and [Learning Opportunities](#)

[Community Resources](#) and [Resiliency](#)

## Learning Supports Results Analysis

The Foothills School Division is committed to nurturing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe. Learners can access a continuum of supports and are supported in academic achievement, wellness, and well-being.

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<ul style="list-style-type: none"> <li>● <b>Advance a system-wide approach to a safe, caring, and welcoming learning environment</b></li> <li>● <b>Advance system-wide continuum of supports</b></li> <li>● <b>Advance system-wide positive mental health, wellness, and well-being</b></li> </ul>	<ul style="list-style-type: none"> <li>● Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>● Learners access a continuum of support.</li> <li>● Learners access mental health, wellness, and well-being support.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are active, healthy, and well.</li> <li>● Students demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Collaboration with education partners to support learning.</li> </ul>

- Wrap around services and supports enhanced conditions required for optimal learning.
- Structures and systems support learning and meet the needs of students, families, staff, and communities.

## Measures and Targets

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

### Provincial

- **Safe & Caring:** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access:** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk:** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

### Local

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

### Measure Evaluation (Adapted from Alberta Education 2021)

*Impact of strategies implemented*

	<div> <div>Very High</div> <div>← Goal Achievement →</div> <div>Very Low</div> </div>				
<div>Improved Significantly</div> <div>↑</div> <div>Improvement from Last Year</div> <div>↓</div> <div>Declined Significantly</div>	Excellent	Good	Good	Good	Acceptable
	Excellent	Good	Good	Acceptable	Issue
	Excellent	Good	Acceptable/Maintained	Issue	Not yet addressed
	Good	Acceptable	Issue	Issue	Not yet addressed
	Acceptable	Issue	Issue	Not yet addressed	Not yet addressed



## Evidence

Provincial and Local Measures

### Alberta Education Assurance Survey (AEAR)

Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

<b>Provincial Performance Measures (2021)</b>	<b>Safe and Caring</b> Current Year 87.2% Previous 3-year average not available Provincial 87.8 %	<b>Program Access</b> Current Year 81.4% Previous 3-year average not available Provincial 82.6%	<b>Students at Risk Services</b> Provincial measure not available
<b>Evaluation</b>	Evaluation Measures not available	Evaluation Measures not available	Evaluation Measures not available

### SOS-Q Student Survey (Student Orientation to School Questionnaire)

This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses. [Student Orientation to School Questionnaire Infographic](#)

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
<b>2018-2019</b>	71.0%	64.6%	49.7%	43.3%	60.0%
<b>2019-2020</b>	67.0%	60.2%	45.7%	39.1%	55.7%
<b>2020-2021</b>	69.7%	54.9%	41.3%	60.9%	63.4%
<b>Evaluation</b>	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Excellent</b>	<b>Excellent</b>

### Key Insights from Results Analysis

*Impact and effectiveness of strategies implemented in achieving the goal*

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

<b>Strategies: Advance a system-wide approach to a safe, caring, and welcoming learning environment</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Comprehensive School Health Framework:</b> School leadership assess strengths and challenges through the triangulation of evidence and design strategic plans using the Comprehensive School Health Framework.	Good
<b>Students' Matters Committee:</b> Gather student voice by engaging students through Students' Matters Committee in supporting a safe, caring and welcoming learning culture.	Excellent
<b>Evidence Based Practices:</b> Develop capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behaviour supports, mentorship and social-emotional competencies.	Good
<b>School Linked Teams:</b> Collaborate and problem solve around specialized supports for students with complex needs.	Good
<b>Community Partnerships:</b> Continue to strengthen partnerships with Alberta Health Services, Calgary and Area Child Advocacy Centre, Canadian Mental Health Association, Calgary Regional Consortium, Child Services, Royal Canadian Mounted Police, Foothills Community Immigration Services and Family Supports for Children with Disabilities.	Good
<b>Inter-agency Collaborative Action Table (I-CAT):</b> Continue to work with the Inter-agency Collaborative Action Table (I-CAT) to support children, youth and families at risk and/or for those in danger of imminent harm.	Acceptable
<b>Children's Wellness Network:</b> Continue to work with, collaborate and develop partnerships (Foothills Children's Wellness Network - Youth Branch and Inclusive Education Partnership) to ensure universal supports are available in the community.	Excellent
<b>Continuum of Collaboration:</b> To ensure students and families are aware of and can draw upon supports both within the school and community, a continuum of collaboration is being developed this year by FSD to make these supports visible.	Acceptable
<b>Process and Procedures:</b> Clarity and consistency with process and procedures for suicide risk and non-suicidal risk assessments, success in school, attendance protocol, seclusion, restraint and time out procedure, and violent threat risk assessment.	Good
<b>Comprehensive School Threat Assessment Guidelines (C-Stag):</b> Develop proficiency in using Comprehensive School Threat Assessment Guidelines (C-Stag) system-wide.	Good
<b>Universal Design for Learning:</b> Continued focus for Learning Coaches and teachers. Professional learning for staff in ensuring safe, caring, and welcoming cultures involves numerous options and choices, differentiating based on needs and interests.	Good
<b>Positive Behaviour Supports:</b> Continue to build Capacity around Positive Behaviour Supports with administration & teachers.	Good
<b>Strategies: Advance system-wide continuum of supports</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>

<b>Collaborative Structures:</b> FSD recognizes and continues to focus on the foundation of a strong continuum of supports and services through the development and continual refinement of collaborative structures and systems.	Good
<b>Community Partnerships:</b> FSD will continue to engage partners in expanding our continuum of support and services.	Good
<b>Advance Continuums of Support:</b> Classroom formative assessment guides best practice and continuation of common benchmark and diagnostic assessments ensure students are flagged and interventions are targeted.	Good
<b>Leadership &amp; Capacity Building:</b> Leadership teams have been supported and engaged in analyzing data, determining priorities, and receiving support in their identified and targeted areas.	Good
<b>Universal Design for Learning:</b> Universal Design for Learning provides choice for all staff on differentiated and flexible learning opportunities based on their interests and need in supporting each learner.	Good
<b>Student Success Protocols:</b> FSD procedures and processes such as attendance protocol, Success in School, ELL Intake and Suicide Risk Protocol are continually being refined in supporting schools with services in supporting all learners.	Good

<b>Strategies: Advance system-wide positive mental health, wellness, and well-being</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Comprehensive School Health Approach:</b> FSD supports the Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated & holistic way.	Acceptable
<b>Canadian Mental Health Association (CMHA).</b> FSD is engaging in a pilot with Canadian Mental Health Association (CMHA).	N/A - Pilot not offered due to COVID
<b>Mental Health Capacity Building Grant (Minds Matter):</b> Continue to focus on evidence-based practices and the promotion of positive mental health and wellness through the Minds Matter team.	Good
<b>Staff Wellness/Staff Advisory Committee:</b> Wellness for all is a priority in FSD. Through the Staff Advisory Committee, leads are looking at survey data to determine need, challenges, services, and strategies available to support wellness and well-being.	Good
<b>Social-Emotional Learning Curriculums:</b> Schools in FSD continue to offer social-emotional learning curriculums.	Excellent
<b>Go to Educator:</b> Go to Educator will continue to be offered to our schools in support of mental health.	Good
<b>The Working Mind:</b> In supporting staff wellness, The Working Mind is being supported by Minds Matter. This is being provided with specialized training for administrators and staff training for teachers and support staff.	Good
<b>Parent Learning Link:</b> A Parent Learning Link will be developed and maintained to highlight opportunities for learning, resources, and community partners in ensuring the mental health and wellness of both their children and parents.	Good

**Community Partnerships:** FSD will continue to collaborate with AHS to support mental health and wellness of our students.

Excellent

**Areas of Strength:**

- The number of students involved in the Students' Matters Committee continues to grow throughout the division and the number of students actively participating in the initiatives and engagement opportunities designed continues to grow.
- A variety of Social Emotional Learning Curriculums are embedded into all schools. These programs are not 'add-ons' but instead are integrated into the daily learning and operations of the school communities.
- Staff continues to be a priority and FSD leadership teams continue to gather and respond to staff voice as they continue to adapt the work environment to support staff wellness.

**Areas for Growth:**

- Continued to build student and parent awareness about the collaborative supports available within our school division including the FSD Parent Link and the services available to students and families through our community partnerships.
- Continue to build awareness and understanding with staff around collaborative support structures including ICAT, Success in Schools, School-Linked Collaborative Meetings, and the Psychological Consultation Process.

**Next Steps:**

- Deepening the impact of Students' Matters by involving student voice into the development of the School Education Plans rather than students building their own plan to align with an already created School Education Plan.
- Continue to develop supports for staff to understand and work through a Trauma-Informed lens as we continue to navigate the ongoing pandemic.
- Continue to highlight and activate systems and structures such as Go to Educator, The Working Mind, and Universal Design for Learning (UDL) so they become embedded into our daily operations and not just one-time initiatives.
- Percentage of teachers, parents, and students in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school has remained consistent and strong. This is evidence of strength in strategies regarding sense of belonging and school culture.
- Student's perception of a safe and caring environment is consistent and positive as indicated in the SOS-Q Survey.
- Peer relations are strong Gr. 4-6 but decline Gr. 10-12 as indicated in SOS-Q Survey.
- Participation and belief in the value of extra-curricular is strong Gr. 7-12 as indicated in SOS-Q Survey.
- FSD gathered student voices through the Students' Matters Committee in developing strategies to support a safe, caring, and welcoming learning culture. Students' Matters Committee focused on Mental Health & Wellness. Committee members identified issues facing students in their school and brainstormed ideas to address these concerns and promote mental health. Great initiatives were co-created and implemented by students to support safe, caring, and welcoming learning environments.
- Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community has remained consistent and strong. This is evidence of structures, systems, and strategies FSD uses to support students and families through a strong continuum of support accessible to students, staff, and parents.
- FSD Learning Links for staff, students and parents is an important resource for student growth and achievement and utilization continues to grow.
- There is evidence of the strength of FSD structures, systems, programs, and strategies that support wellness, well-being, and academic achievement of students. FSD collaborates and problem-solves around specialized supports for students with complex needs with parents, through partnerships, services, and collaborative School Linked Teams.
- Student's ability to cope and adapt in the face of challenges is a strength in grades 7 -9 and areas for continued improvement grades 4-6 & 10-12 as

evident in SOS-Q Survey.

- Student's confidence to be successful at school is stronger in grades 4-9 than 10-12 as indicated in the SOS-Q survey.
- FSD's Mental Health Capacity Building grant continues to support mental health, wellness, and well-being of Learners in our school community. Community events, connections with partners, in school supports and summer programming are provided by our Minds Matter team across the Division.

# Success

## Our Story of Success

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

[Innovation and Design/Career Futures](#)

[FSD Truth and Reconciliation for Learner Success Toolkit and First Nations, Métis and Inuit Resources](#)

[Professional Learning Calendar and Professional Learning Opportunities and Resources](#)

[Numeracy Excellence Commitments and Literacy Excellence Commitments](#)

[French Language Arts Excellence Commitments and French Services](#)

[FSD Staff Learning Link - FSD Parent Learning Link - FSD Student Learning Link](#)

[Administrative Procedure 360 Assessment, Evaluation and Reporting and Design and Assessment Resources](#)

[Resources by Grade and Resources by Subject and Literacy and Numeracy and Early Learning Resources](#)

## Student Growth and Achievement Results Analysis

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

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<ul style="list-style-type: none"> <li>• <b>Advance system-wide innovation, creativity, and competency development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learners are successful.</li> <li>• First Nations, Métis and Inuit learners are successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.</li> </ul>



<ul style="list-style-type: none"> <li>● <b>Advance system-wide literacy and numeracy.</b></li> <li>● <b>Advance First Nations, Métis, and Inuit Student Success.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Learners are literate and numerate.</li> <li>● Learners cultivate innovation, creativity, inquiry, and technological approaches to enrich learning experiences.</li> <li>● Developed learning competencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Students achieve learning outcomes, demonstrating strengths in literacy, numeracy, and competency development.</li> <li>● Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>● Students demonstrate creativity and innovation using technological and inquiry approaches.</li> <li>● Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>● The school community applies resources needed to support First Nations, Métis, and Inuit student achievement.</li> </ul>
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### Measures and Targets

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

#### Provincial

- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain 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.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied those students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma).**
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area or maintained.

#### Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in Kindergarten and Grade 1 who are at or above grade level French expectations.
- **GRADE (Literacy Assessment in English):** Increase/maintain percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase/maintain percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

## Measure Evaluation (Adapted from Alberta Education 2021)

Impact of strategies implemented



## Evidence and Key Insights from Results Analysis

Provincial and Local Measures

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.  
We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

## Innovation, Creativity and Competency Development

### Alberta Education Assurance Survey (AEAR)

Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures (2021)	Program of Studies not available	Work Preparation not available	Citizenship Current Year 81.3% Previous 3-year average 83.6% Provincial 83.2%	Quality of Education Current Year 88.8% Previous 3-year average 90.7% Provincial 89.6 %	Life-Long Learning not available	Drop-out rate not available	High School Completion Current Year 90.2% Previous 3-year average 88.4% Provincial 83.4%	Transition Rate not available	Rutherford Scholarship not available	Exam Participation not available
Evaluation	not available	not available	not available	not available	not available	not available	Excellent	not available	not available	not available

### Intellectual Engagement Survey

Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow. [FSD Intellectual Engagement Survey Infographic](#)

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2018-2019	93%	71%	82%	88%	46%	55%	Not Included
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19
2020-2021	94%	71%	83%	87%	49%	59%	53%
Evaluation	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	baseline data

Strategies <i>Strategies are actions taken to achieve goals and desired outcomes</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Learning Competencies &amp; Concept-focused learning:</b> Continue to build and support understanding of learning competencies and their relationship to concept-focused learning.	Good
<b>Competencies for Successful Learners:</b> Support assessment, evaluation, and reporting of the learning competencies.	Good
<b>Framework for Learning:</b> Continue to support an awareness and understanding of the Framework for Learning.	Acceptable
<b>Framework for Innovation and Design: Learning for Transfer - Learning for Transfer Framework:</b> Implement the FSD Innovation and Design Framework to ensure systemic alignment between Maker Centred Learning, CTF and CTS programming.	Good
<b>Innovative and Creative Culture of Learning and Thinking:</b> Continue to develop thinking cultures and increased application of thinking routines to deepen understanding of competencies and curriculum to advance student learning and achievement.	Good
<b>High Quality Professional Learning Opportunities for Curriculum and Competency Development:</b> Continue to provide divisional and school-based professional learning opportunities to support teachers in designing learning that transfers and competency development through curriculum and assessment.	Good
<b>Communication and Parental Engagement:</b> Enhance the FSD communication plan to inform parents of achievement and Competencies for Successful Learners reporting.	Good

<b>Collaboration &amp; Partnerships:</b> Continue to foster collaboration, and support alignment and continuity between schools in designing learning to support innovation, design, and competency development.	Good
<b>Learning Opportunities, Experiences and Supports:</b> Deepen understanding of outcomes and competencies through comprehensive, robust programs (ex. Maker Centered/CTF/CTS) that engage learners in authentic, real-world, hands-on learning experiences that are connected and aligned. Ensure schools have capacity to provide CTF/CTS and Maker Centred curriculum to expose students to opportunities and pathways for post-secondary and career options.	Good
<b>HUB Program Expansion:</b> Expand the HUB program to include grades 1 - 12 as an eLearning program and opportunity for students and parents interested in learning from home.	Good
<b>Technology to transform learning in FSD:</b> Harness and utilize technology to design and deliver learning in new, creative, and innovative ways to advance student growth and achievement through increased opportunities, flexibility, possibilities, accessibility, and engagement.	Good

#### Areas of Strength:

- Diploma exam participation and transition rates have maintained an acceptable level and will continue to improve in FSD.
- Rutherford Scholarships rates are consistently high and drop-out rates are consistently low which is representative of FSD's intentional focus on the nine foundational principles of High School Redesign including Mastery Learning, Rigorous and Relevant Curriculum, Personalization, Flexible Learning Environments (FSD HUB Programming), High-quality teaching, Learning and Leading, Meaningful Relationships, Home and Community Involvement, Assessment and Welcoming Learning Environments. (Accountability Pillar Results Report 2020)
- Percentage of teachers and parents satisfied that student demonstrate the knowledge, skills, and attitudes necessary for lifelong learning continues to increase in FSD which is a result of a focus on competency development, concept-based learning and learning for transfer. Implementation of FSD Career Futures will enhance career and academic exploration for students Kindergarten to Grade 12 to develop life-long learners and active citizens that are well-prepared for the future.
- FSD maintained a level of excellence in the program of studies as a result of the quality and variety of opportunities for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- High School Completion rates improved significantly achieving a level of excellence and the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school is consistently high in FSD. This is a result of the five core strategies FSD focuses on including tracking student progress, successful transitions, student engagement, collaborative and community partnerships and positive connections.
- Citizenship continues to be an area that FSD excels, with a focus on competency development for successful learners including critical thinking; problem solving; managing information; communication; collaboration; cultural and global citizenship; personal growth and well-being; creativity and innovation. The percentage of teachers, parents and students who are satisfied that student model the characteristic of active citizenship is consistently very high and at a level of excellence. Teachers design learning for transfer through competency development and report out progress on successful learner competencies on student learner profiles.
- In the FSD Student Intellectual Engagement Survey (High Expectations) 95.8% of students Gr. 4-12 indicate: teachers expect them to do well, encourage them to improve, expect them to work hard.

- In the FSD Student Intellectual Engagement Survey (Relevance) 79.6% of students Gr. 4-12 indicate: they apply what they have learned in school to everyday life; understand why they are learning things; want to learn because it is enjoyable; want to learn to get a good mark; what I learn is meaningful to me.
- In the FSD Student Intellectual Engagement Survey (Rigor) 92.3% of students Gr. 4-12 indicate: teachers share learning targets so students know what they are learning; they understand what mastery and excellence in learning are; asked questions that are challenging; teachers talk to students about their work so they can improve.
- In the FSD Student Intellectual Engagement Survey 90.8% (Effort) of students Gr. 4-12 indicate: they have to think hard about learning; had to learn about problem-solving in different ways in different subjects.
- Maintaining engagement during interrupted learning shows a strength and commitment to designing learning that is meaningful, relevant, and transferable.
- Math/Science engagement scores continue to be higher than ELA/SS showing a need to focus coaching with ELA/SS teachers.

#### **Areas for Growth:**

- The FSD Student Intellectual Engagement Survey indicates that students are more engaged in Science and Math and less engaged in Social Studies and ELA which is consistent across all Grades 4-12.
- Intellectual Engagement in CTF/CTS and Maker-Centered Learning was first measured system wide by the FSD Intellectual Engagement Survey in 2021.
  - 58% of students 4-12 reported Agree or Strongly Agree to “I often lose track of time because I am engaged by the learning in CTS, CTF or Options”.
  - 43% of students 4-12 reported Agree or Strongly Agree to “I have to think hard in CTS, CTF or Options”
  - 71% of students 4-12 reported Agree or Strongly Agree to “I am able to do well in CTS, CTF or Options”
  - 39% of students 4-12 reported Agree or Strongly agree to both “I have to think hard in CTS, CTF or Options” and “I am able to do well in CTS, CTF or Options”. This measure is designed to measure Flow (Csikszentmihalyi, 2014) as defined as “increased engagement when the perceived challenge of the task and their own skills were high and in balance” (Csikszentmihalyi, 2014, p.1).

#### **Next Steps:**

- Implementation of our Innovation and Design Framework and FSD Career Futures will continue. Innovation and Design aligns and enhances learning experiences and opportunities for students in maker-centered learning, CTF and CTS programming. FSD Innovation and Design Framework includes Purpose, Principles and Best Practices for engagement and success for each learner (Programming and Pedagogy); Structure; Assessment; Progressions, Community Partnerships; and Implementation Resources for maker-centered learning for grades K - 4, Career and Technology Foundations grades 5 - 9 and Career and Technology Studies grades 10 - 12.
- FSD will continue to build and supports understanding of learning competencies and their relationship to concept-focused learning and learning for transfer through designing learning and reporting on student progress on the Learner Profile.
- Usage data for use of myBlueprint ePortfolio and Career Exploration Tool supports continued focus on the Innovation and Design and Career Futures frameworks.
  - 76% of Students grades 10-12 have completed the Career Interest Survey in myBlueprint
  - 40% of Students grades 7-9 have completed the Career Interest Survey in myBlueprint
  - 11% of Elementary Students have an ePortfolio in myBlueprint.
- Professional learning opportunities will be focused specifically on designing learning using the tools of teaching for conceptual understanding, deep learning, and transfer to engage students in rich learning episodes and critical thinking.

- The Staff Learning Link for professional learning and resources will continue to be promoted and used consistently by the Learning Services Team as they work across the division as instructional leaders. As we develop instructional leadership capacity with Lead Teacher teams as well as administrative teams, Learning Services will consistently house and utilize resources on the Staff Learning Link.
- Highly focused learning through after school coaching sessions where teachers bring existing learning plans to the conversation for tweaking will continue to be a priority structure.

## Literacy and Numeracy

### GRADE Assessment (Literacy)

This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning. [The Grade Infographic](#)

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2018-2019	72%	78%	76%
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19
2020-2021	70%	78%	74%
Evaluation	Maintained	Maintained	Maintained

### MIPI Assessment (Numeracy)

This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

[MIPI Infographic](#)

% of correct responses - First administered in September 2019				
Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	74%	78%	70%	83%



2020-2021	64%	69%	56%	66%
Evaluation	Issue (COVID IMPACT)	Issue	Issue	Issue

### GB+ (French Immersion Literacy)

This formative assessment is given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

[GB+ Infographic](#)

% Students at or above grade level					
Performance Measures	2e année automne (Fall Grade 2)	3e année automne (Fall Grade 3)	4e année automne (Fall Grade 4)	5e année automne (Fall Grade 5)	6e année automne (Fall Grade 6)
2020-2021	11%	35%	34%	39%	38%
Evaluation	Issue (COVID IMPACT)	Issue	Issue	Issue	Issue

Strategies <i>Strategies are actions taken to achieve goals and desired outcomes</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Learning Services:</b> Support framework development and implementation. Work with partners such as the Calgary Regional Consortium to ensure and maintain division-wide excellence in teaching, learning and leadership in literacy and numeracy.	Good
<b>Literacy and Numeracy Instruction, Assessment and Intervention:</b> Develop literacy and numeracy progressions and excellence commitments that identify and support best practices in literacy and numeracy instruction, assessment and intervention.	Good
<b>High Quality Professional Learning Opportunities in Literacy and Numeracy Lead:</b> Lead Teachers from each school will collaborate and plan for deep and transfer learning of literacy and numeracy skills to support student success. Lead Teachers will share and expand wiser practices and support alignment and continuity between schools in literacy and numeracy instruction and interventions.	Good
<b>System-wide Literacy and Numeracy Assessment:</b> Continued refinement of FSD Literacy and Numeracy Assessments to ensure teachers are obtaining an in-depth understanding of students' literacy and numeracy learning, analyzing data effectively and implementing appropriate interventions to support student learning.	Good
<b>Research-based Literacy Supports:</b> Continue to develop and provide resources to support and improve literacy and numeracy	Excellent

skills including participating in the Alberta Education Research Network Project to develop a deeper understanding of literacy and assessment practices in diverse Early Learning Environments.	
<b>Alignment of Structures and Supports:</b> Align learning and support structures in Mathematics and Numeracy to that of Literacy and Assessment.	Good
<b>System-wide Measures:</b> Common points of evidence gathered, accessed, and analyzed by FSD staff to assess impact of literacy and numeracy strategies implemented on student learning. Areas of strength, areas for growth and improvement are identified to inform next steps in supporting literacy and numeracy learning.	Good
<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>Literacy Assessment (GRADE) identifies vocabulary and comprehension as areas of strength: <ul style="list-style-type: none"> <li>Strengths in literacy in each grade include Gr. 2 (vocabulary); Gr. 3 (comprehension); Gr. 4 (vocabulary); Gr. 5 (comprehension); Gr. 6 (vocabulary); Gr. 7 (vocabulary); Gr. 8 (vocabulary); Gr. 9 (listening).</li> </ul> </li> <li>Local French Immersion measures indicate strength in listening comprehension, and the ability to understand various French accents.</li> <li>Numeracy Assessment (MIPI) identifies particular strengths in each grade include: Gr. 2 (patterns &amp; relations, shape &amp; space, number); Gr. 3 (statistics &amp; probability, patterns &amp; relations, number); Gr. 4 (statistics &amp; probability, shape &amp; space, patterns &amp; relations); Gr. 5 (patterns &amp; relations, shape &amp; space, statistics &amp; probability, number); Gr. 6 (statistics &amp; probability, patterns &amp; relations, shape &amp; space); Gr. 7 (statistics &amp; probability, shape &amp; space); Gr. 8 (patterns &amp; relations); Gr. 9 (patterns &amp; relations); Gr. 10 (number).</li> <li>The systems and structures in place, such as Literacy (English and French) and Numeracy Lead teachers, are a strength in FSD.</li> </ul> <b>Areas for Growth:</b> <ul style="list-style-type: none"> <li>Literacy Assessment (GRADE) identifies listening as an area for improvement (Gr. 2-9).</li> <li>French Immersion reading results (GB+ and DRA) indicate decoding and reading comprehension as an area for improvement.</li> <li>Numeracy Assessment (MIPI) demonstrated challenges in most performance areas in Grades 6-9.</li> <li>Numeracy Assessment (MIPI) identifies number fluency and flexibility and transfer of number to other strands as an area of focus</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Continue to focus on structures, systems, and strategies to strengthen literacy and numeracy in FSD.</li> <li>Continue to develop K-12 Excellence Commitments in Literacy and Numeracy.</li> <li>Continue to focus on number flexibility and fluency, particularly at grades 3-8.</li> <li>Numeracy Assessment (MIPI) identifies a need to encourage designing beyond one strand and ensuring students and teachers incorporate the mathematical processes when designing instruction, assessments, and interventions, particularly in Gr. 6-9 math.</li> <li>Continue to focus on oral language development in French Immersion.</li> </ul>	
<b>First Nations, Métis, and Inuit Student Success</b> <a href="#">First Nations, Métis, and Inuit Measures Infographic</a>	
<b>SOS-Q Student Survey</b> (Student Orientation to School Questionnaire): <b>First Nations, Métis, and Inuit Students</b>	

Above National Norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2018-2019	69%	52%	47%	44%	58%
2019-2020	68%	60%	46%	46%	55%
2020-2021	74%	65%	47%	42%	61%
Evaluation	Excellent	Excellent	Maintained	Issue	Good

### Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2018-2019	Not differentiated by FNMI Declaration	Not differentiated by FNMI Declaration	Not differentiated by FNMI Declaration	Not differentiated by FNMI Declaration	Not differentiated by FNMI Declaration	Not differentiated by FNMI Declaration	Not Included in Survey
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19
2020-2021	93%	66%	81%	85%	49%	46%	58%
Evaluation	baseline data	baseline data	baseline data	baseline data	baseline data	baseline data	baseline data

### GRADE Assessment (Literacy): First Nations, Métis, and Inuit Students

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2018-2019	72%	45%	55%
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19
2020-2021	65%	73%	68%
<b>Evaluation</b> <i>Impact of strategies implemented</i>	<b>Issue</b>	<b>Excellent</b>	<b>Excellent</b>

<b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Calls to Action:</b> FSD will continue to pursue opportunities and engage in practices that facilitate reconciliation within the school community using Land Acknowledgements, Circle of Courage, First Nations, Metis, and Inuit Lead Teachers and the use of cultural practices as part of celebrations and ceremonies.	<b>Excellent</b>
<b>Community Connections:</b> FSD will continue to build connections with our First Nations communities, Elders, Traditional Knowledge Keepers and Cultural Advisors.	<b>Good</b>
<b>Foster a Culture of Belonging:</b> In FSD First Nations, Métis, and Inuit cultural activities and events will be encouraged and supported. We foster a culture of belonging where diversity is expected and celebrated and where each learner is welcomed, cared for, respected and safe.	<b>Good</b> Impacted by COVID
<b>Partnerships: Chief Jacob Bearspaw:</b> FSD and Stoney Nakoda Education Authority will continue to collaborate and work together to advance Truth and Reconciliation and support student success.	<b>Acceptable</b>
<b>High Quality Instructional Practices:</b> Continue to ensure that our students and staff are knowledgeable, understanding, and respectful of the rich diversity of First Nations, Metis and Inuit cultures and histories.	<b>Good</b>
<b>Continuum of Supports:</b> Continue to develop a continuum of supports for our First Nations, Métis, and Inuit students.	<b>Excellent</b>
<b>Targeted Programs, Support and Services:</b> Target programs, supports and services will continue to be provided to Longview School and Oilfields School to support our Stoney First Nations students from Eden Valley.	<b>Excellent</b>
<b>First Nations, Métis, and Inuit Student Success Plan:</b> Development of a First Nations, Métis, and Inuit Success in School Toolkit to be shared with all schools in support of Truth and Reconciliation and student success.	<b>Excellent</b>
<b>First Nations, Métis, and Inuit Success Coach:</b> Continue to build capacity of staff by providing sessions on designing learning that is representative of Indigenous worldviews and making connections with students, teachers, and administrators from all	<b>Excellent</b>

schools to support the incorporation of foundational knowledge of First Nations, Metis, and Inuit at all grade levels across the division to improve learning for all students. Continue to work closely with students, parents, families, and community to facilitate engagement in school and student success, as well as advance Truth and Reconciliation.	
<b>First Nations, Metis, and Inuit Lead Teachers:</b> FSD will continue to strengthen instructional practices and leadership through our First Nations, Métis, and Inuit Lead Teacher Cohort.	Excellent
<b>High Quality Professional Learning Opportunities on First Nations, Métis, and Inuit learning:</b> Maintain focus on ensuring safe, caring, and welcoming spaces that respect and acknowledge Indigenous ways of knowing and doing.	Excellent
<b>First Nations, Métis, and Inuit Resources:</b> Continue to develop a resource link on the Staff Learning Link that supports all staff with tools and resources to advance Truth and Reconciliation and support student success.	Excellent

#### Areas of Strength:

- The SOS-Q measures indicate a strong improvement in External Resilience and Safe and Caring Schools. The data indicates a rising trend in Peer Relations as well.
- The Intellectual Engagement measure indicates that 94% of students feel that there are high expectations for them at school.
- The Intellectual Engagement survey also shows that 82% of students' find their schoolwork rigorous, and that 85% of students put in strong effort in their coursework.
- High School Completion rates on AEAM demonstrate significant improvement in 3- and 5-year high school completion rates.
- Literacy Assessments (GRADE) indicate a significant increase in students' vocabulary and reading comprehension abilities.

#### Areas for Growth:

- The SOS-Q measures indicate a need to improve internal resiliency and student self-confidence.
- The Intellectual Engagement measure indicates the need to address poor engagement results: less than half of students report feelings of engagement in ELA/SS and Math/Science.
- Literacy Assessments (GRADE) indicate a need to address students' listening comprehension abilities.
- The absenteeism rates continue to be an area for improvement. This was significantly impacted by COVID.

#### Next Steps:

- Develop staff, student, parent, and community capacity in accessing, understanding, and engaging with the Truth and Reconciliation Learner Success Toolkit, as well as the Staff Learning Link (for FSD staff members only at this time).
- Implement an Indigenous Advisory Council for students, staff, schools, and community members.
- Continue to focus on structures, systems, and strategies to strengthen First Nations, Métis, and Inuit student success in FSD, such as the Indigenous lead teachers.
- Recognition of the Inaugural National Day for Truth and Reconciliation (September 30th) and providing schools, families, and communities support with learning around the importance of the day.
- Implementing an Indigenous Graduation Ceremony for all First Nations, Métis, and Inuit students in FSD.

## Teaching, Learning and Leadership Results Analysis

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

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<ul style="list-style-type: none"> <li>● <b>Advance system-wide high-quality design, instruction, and assessment practices.</b></li> <li>● <b>Advance system-wide excellence in teaching and leading.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Excellent teachers, school leaders and school authority leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.</li> <li>● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.</li> <li>● Collaboration between teachers, leaders, students and families and other professionals enables optimum learning.</li> <li>● Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.</li> </ul>

## Measures and Targets

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

### Provincial

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

### Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



## Measure Evaluation (Adapted from Alberta Education 2021)

*Impact of strategies implemented*



## Evidence

*Provincial and Local Measures assess progress on achieving outcomes*

### FSD Professional Learning Survey

This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

[Professional Learning Survey Infographic](#)

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2018-2019	98%	97%	96%	96%	94%	84.5%
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19	83%
2020-2021	90%	90%	88%	89%	90%	not available
Evaluation	Excellent	Excellent	Good	Good	Excellent	Excellent

## Key Insights from Results Analysis

*Impact and effectiveness of strategies implemented in achieving the goal*

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.*

*We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*

Strategies to advance system-wide high-quality design, instruction, and assessment practice

Evaluation

<i>Strategies are actions taken to achieve goals and desired outcomes</i>	<i>Impact of strategies implemented</i>
<b>Shared Excellence Commitments:</b> Schools will all focus on key goals within each of the Engagement, Support and Success priorities to ensure quality teaching that results in optimum student learning.	Good
<b>Continuous Growth and Improvement:</b> School ED Plans will focus on goals that align with Division priorities and goals.	Good
<b>High Quality Professional Learning on Teaching for Conceptual Understanding and Transfer:</b> Certificated staff will engage in a System-wide Design Camp and three System-wide Collaborative Learning Sessions focused on working in cross-school teacher teams to use resources to design high quality learning experiences. These professional learning opportunities will focus on designing learning using the tools of teaching for conceptual understanding, deep and transfer learning.	Good
<b>High Quality Professional Learning Opportunities on Assessment:</b> As we develop a common understanding of the designing for learning opportunities for students to achieve deep learning and transfer, we will develop understanding of the intersection of powerful instruction and powerful assessment.	Acceptable
<b>Learning Services Team:</b> The Learning Services team will lead learning for Lead Teachers from each of the schools under the broad umbrella of planning for deep and transfer learning with a focus on instructional practices that support all learners to have success. The Lead Teacher sessions will be focused on developing shared leadership in our system.	Acceptable
<b>Staff Learning Link:</b> FSD will continue to populate and maintain the Staff Learning Link with key learning resources.	Good
<b>Assessment Resources:</b> FSD will continue to work with provincial partners to co-develop resources for high quality assessment within the context of concept-based learning and the competencies.	Acceptable
<b>Design and Instruction Resources:</b> Work with provincial partners to co-develop ready-made professional learning “playlists” for our instructional leaders and shared leadership teams.	Excellent
<b>Administrative Procedure 360:</b> Deepen understanding of Assessment, Evaluation and Reporting best practices.	Acceptable
<b>Communication Strategies:</b> Learning Services will support school communities in understanding the focus on learning for deep and transfer learning through school council meetings in each of the schools.	Good
<b>Innovation and Creativity in Design, Instruction and Assessment:</b> Leverage and build on the innovation and creativity in design, instruction, and assessment practices to develop excellence in teaching, learning and leadership.	Acceptable
<b>Strategies to advance system-wide excellence in teaching and leading</b> <i>Strategies are actions taken to achieve goals and desired outcomes</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>

<b>High-Quality Professional Learning Opportunities for Teachers:</b> FSD will continue to be committed to professional learning opportunities that build the capacity and expertise of teachers in designing learning and instruction that engages students and optimizes student learning and achievement. Professional learning opportunities will continue to nurture a culture of collective efficacy and collaborative inquiry to improve student learning. There is a through line for professional learning across the system which includes both whole system collaborative learning as well as cohorts and lead teacher groups.	Good
<b>High-Quality Professional Learning Opportunities for Support Staff:</b> FSD will continues to be committed to professional learning opportunities that build the capacity and expertise of support staff in supporting student learning and achievement.	Good
<b>High-Quality Professional Learning Opportunities for School and School Authority Leaders:</b> Foothills Administrators Professional Learning will continue to focus on developing and strengthening leadership competencies as outlined in the Leadership Quality Standards. Communities of Practice have been established to support growth in leadership practice.	Good
<b>Cultivating Leadership and Collaborative Cultures:</b> Structures have been implemented to intentionally create structures and systems that promote leadership and collaborative learning as well as develop collective efficacy. A “Lead Teacher” structure will support shared leadership structures in all schools through cohorts of teachers who will learn together. Teachers from each school will attend collaborative sessions on professional learning days to build capacity to support students. Schools will all have shared leadership teams that include the Lead Teachers to plan for professional learning in their buildings.	Good
<b>Learning Services:</b> The Learning Services team will continue to support school administration in designing professional learning to address school goals/divisional priorities for continuous growth and improvement.	Good
<b>Professional Learning Communities/Teams:</b> FSD will continue to foster and strengthen collective efficacy and collaborative inquiry to impact instruction and student achievement through professional learning teams.	Excellent
<b>Subject Specialist Professional Learning Teams:</b> Subject specialist professional learning teams consisting of teachers from across the Division will collaborate regularly throughout the year to grow professionally and design engaging and authentic learning experiences for students.	Acceptable
<b>FSD Staff Learning Calendar:</b> The Learning Services Team created a Staff Learning Calendar to organize and showcase all the learning opportunities that are being provided to our system to support professional learning and growth.	Good
<b>Just in Time Learning Sessions:</b> Learning Services offers single days or evening learning sessions on a variety of topics.	Acceptable
<b>Learning Groups and Cohorts:</b> FSD will continue to develop learning leads structures including Foothills Administrators, New Administrators, Learning and Leading, New Teacher Cohorts, Staff Advisory Wellness, Student Advisory, Universal Design for Learning, Leaders in Technology, Learning Coaches, Family School Liaison Counselors, Innovation and Design.	Good
<b>Facilitate Implementation of the Provincial Quality Standards:</b> FSD is committed to develop excellent teaching and leadership practices to optimize student learning and achievement. Through the ongoing facilitation of the implementation of the Teaching Quality Standard and Leadership Quality Standard and professional learning aligned with division priorities.	Good

**Areas of Strength:**

- Quality of Education continues to be a strength for FSD with a very high level of achievement. Teachers, parents, and students indicate satisfaction with the overall quality of basic education at the level of Excellent. This is evidence of excellence in teaching, learning and leadership in FSD.
- As indicated in the FSD Professional Learning Survey, a strength is the number of staff who indicated that we have a collaborative culture and responded with "This is deeply embedded in our culture and how we work; we regularly review, adjust, and realign this work" or "We are consistently doing this; most staff are committed and feel it is an important factor in our collective efforts to improve the school".
- The number of teachers who indicate that professional learning was evidence informed and action focused.
  - 98.3% of teachers indicate that their school has started, is consistently doing, or deeply embedded in professional learning and practices associated with a collaborative culture which is evidence of impact of structures and systems that support collaboration such as professional learning communities, communities of practice and teacher cohorts.
  - 95.4% of teachers indicate that their school has started, is consistently doing, or deeply embedded in professional learning and practices associated with a collective inquiry, efficacy, and reflective practice.
  - 95.6% of teachers indicate that their school has started, is consistently doing, or deeply embedded in professional learning and practices associated with evidence informed practice and action research focus.
- There is growth and improvement year after year in all areas of the FSD Professional Learning Community Survey which includes: shared vision, mission, and goals; collaborative culture; collective inquiry, efficacy, and reflective practice; evidence informed practice and action oriented. 98.3% of teachers indicate that their school has started, is consistently doing, or deeply embedded in professional learning and practices associated with a shared vision, mission and goals which is evidence of focusing direction, clear priorities and aligned educational plans.

**Areas for Growth:**

- As all staff learning shifted to online due to COVID and teachers were unable to connect with colleagues as they had in the past, this data reflects the decline in our collaborative learning culture.
- The data speaks to the stress and just in time learning that took priority over a commitment to continuous improvement in our profession - teachers needed to learn to meet the needs of learners in multiple learning environments and with inconsistent attendance.
- Feedback indicates that screen time fatigue has impacted true engagement and collaboration of both staff and students.
- Conversations with school leaders indicated that the increased time spent on managerial tasks related to COVID and supporting the mental and emotional health needs of school communities meant less time and focus on ongoing professional learning.
- Cancellation of learning days over the course of the school year due to COVID situations meant less time spent in system wide learning conversations.

**Next Steps:**

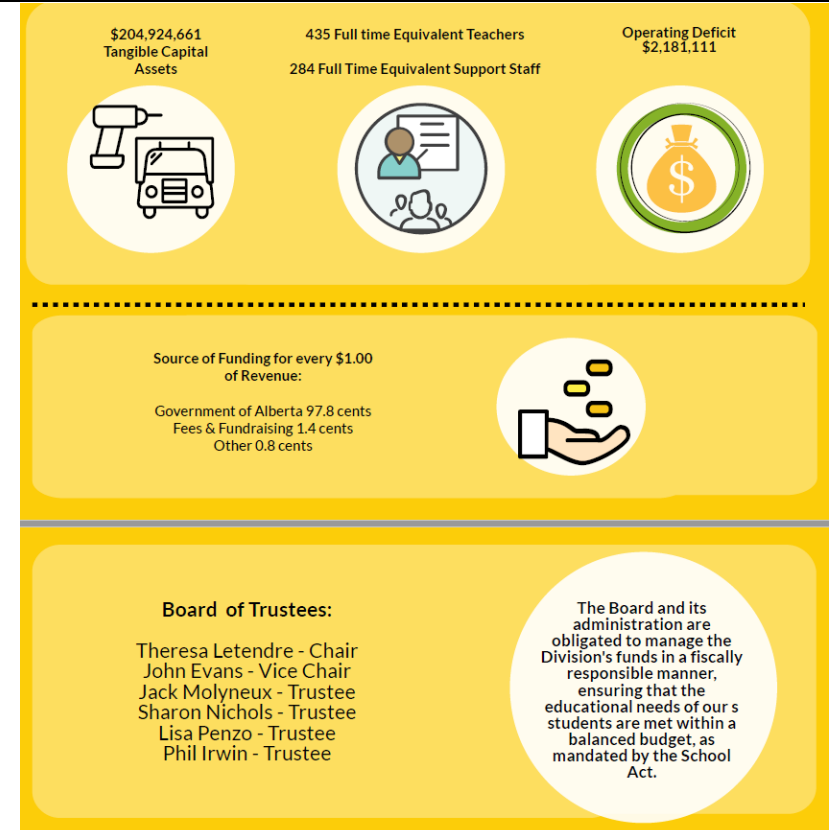
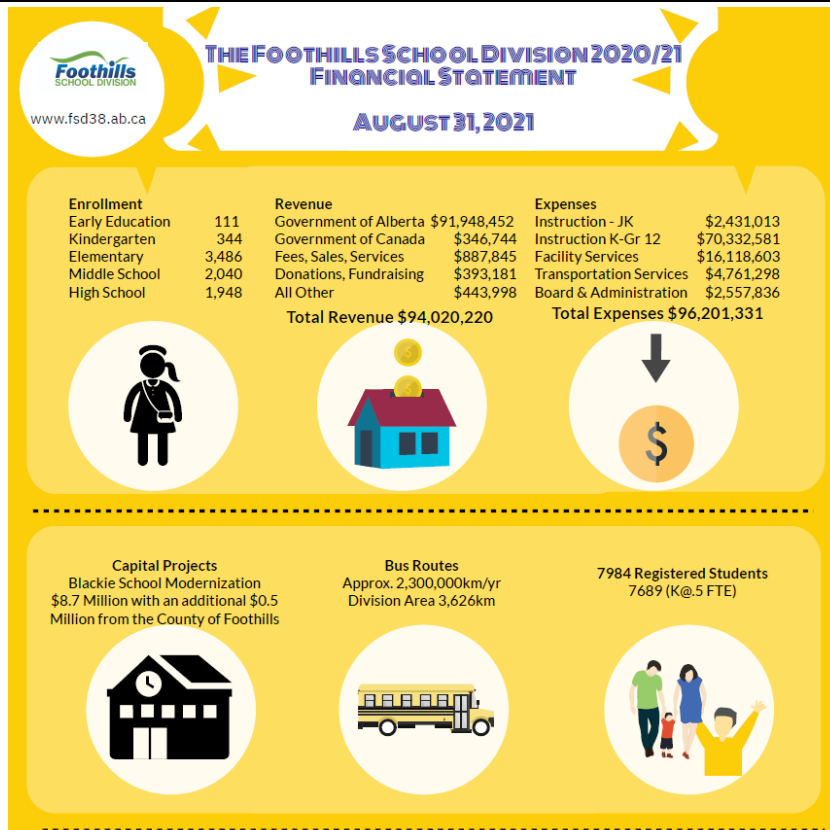
- 83% of teachers in FSD report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. This is evidence of the strength in FSD's professional learning plan and high-quality professional learning opportunities provided that are responsive to the voice of teachers in the system. We will continue to scaffold the key learning from last year to continue with alignment and focus.
- Ensure ready to use professional learning for school leaders from the system level is essential.
- Connect with outside professional learning partners is essential to continue to ensure alignment with the province.
- Continue to develop excellent teaching and leadership practices to optimize student learning and achievement. Through the facilitation of the implementation of the new Teaching Quality Standard and Leadership Quality Standard, reflection and professional learning is aligned with provincial priorities and expectations. High-quality professional learning opportunities build the capacity and expertise of teachers in designing learning and instruction that engages students and optimizes student learning and achievement.

- Strategies for focused systemic leadership and learning include a continued focus through a system-wide professional learning plan that outlines the through-line for professional learning across the system and includes both whole system collaborative learning, as well as cohorts and lead teacher groups in support of shared leadership and collective responsibility. Structures have been implemented to promote teaming, shared leadership, collaborative learning, and collective efficacy.

## Financial Statements

The Board of Trustees and The Foothills School Division is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our Vision and Mission.

<a href="#">Financial Reports</a>	<a href="#">Capital Plans</a>
<ul style="list-style-type: none"> <li>Audited Financial Statements</li> <li>Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>New Construction</li> <li>Modernization Priorities and Overall Priority List</li> </ul>



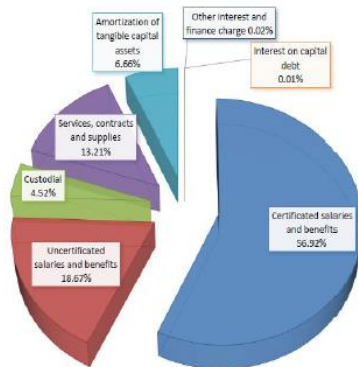
### Technology

- Purchased replacement switches for remaining schools - the project should be finished by the end of 2022
- Exchange Online migration completed
- Rolling out 1:1 devices for teachers
- Over 350 Chromebooks purchased by parents for student use while at school
- 680 Chromebooks purchased for in school use
- Evergreen
- ClearPass Implementation for Security
- SuperNet 2.0 migration completed by year end

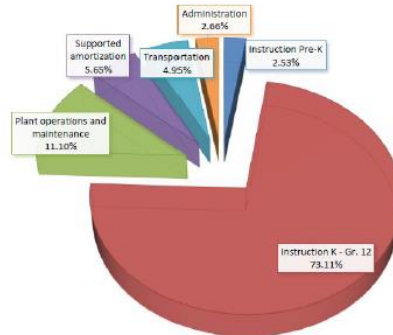
### Key Partners

Alberta Assessment Consortium  
 Alberta Health Services  
 Calgary Regional Consortium  
 Children's Services  
 Municipal Partners - Black Diamond, Foothills County, High River, Longview, Okotoks, Turner Valley  
 RCMP  
 University of Calgary

### EXPENDITURES AUGUST 31, 2021



### SPENDING BY PROGRAM AUGUST 31, 2021



### Reserves by Program As at August 31, 2021

