

"Trustees value working together with their community to meet the needs of our FSD students and staff. A significant aspect of shared governance is engaging with stakeholders on FSD's budgets and Three-Year Education Plan. This has been a priority throughout the assurance engagement process and the Board is proud of the positive relationships and mutual respect that has been fostered and have become the cornerstone of the FSD school community. We take every opportunity to share our successes with other school authorities and the Education Ministry."

Larry Albrecht, Board Chair The Foothills School Division





Board Chair and Superintendent Message

There is once again much to celebrate and to be proud of at The Foothills School Division (FSD), including our 2019-2020 Annual Education Results Report (AERR). FSD is committed to continuous improvement throughout the organization, and our efforts are guided by our purpose statement of 'Learner Engagement, Support and Success'. This commitment is evident in our improved AERR data. It is important to note that FSD defines 'Learners' as including both students and staff in this purpose statement, and our commitment to this purpose has guided our success over the course of the 2019-2020 school year. The data points included in the AERR report do not tell the entire story. Our journey over the course of last year begins by looking at the data, but is truly defined across the Division every single day. We strive to meet both our organizational and community expectations of high-quality teaching and learning taking place in safe, caring, welcoming and inclusive learning environments and points of service across the Foothills. This is brought to life by our FSD Team whose efforts, commitment and dedication yield consistent gains throughout the AERR results for our students and families across the Division. This is something to be proud of, and we offer our congratulations to our students and FSD Team for achieving such excellent results.

You will see in the pages that follow that FSD continues a trend of growth and improvement and Division Level Reports show no provincial measures reported as decline, issue or concern. We have shown improvement and achieved a level of excellence in the areas of safe and caring learning environments, as well as, the quality and variety of programs of studies offered in FSD. We have improved and achieved a level of good in both work preparation and parental involvement in educational decision making. As well, we have improved significantly and achieved a level of excellence in our high school completion rates. Also, we have maintained our achievement of excellence in the quality of education, citizenship and continuous improvement. Besides provincial measures, FSD uses a variety of local measures to assess impact of strategic planning and provide assurance of growth and improvement. We consistently engage our stakeholders to inform our decision-making. This year, we sought feedback from students, staff, parents and community in Board Policy reviews, Education Planning and Annual Education Results, Budget decisions and School Relaunch. Evidence of this feedback, in providing local and societal context to decisions and plans made, is evident in our 2019-2020 Annual Education Results Report. 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. 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.

Through this lens, the AERR data can be viewed by Learner Engagement where we are rated as Excellent and above the Provincial average in the accountability measure of Student Learning Opportunities. Learner Support is rated as Excellent and above the Provincial average in the accountability measure of Safe and Caring Schools; and, Learner Success is rated as Good and Acceptable with consistent improvement across the Accountability measures of Provincial Achievement Tests and Diploma Exams. Our foundation of Learner Engagement and Support is remains strong, yet also with room for continued improvement. We are also rated as Excellent and above the Provincial average in the accountability measure of Continuous Improvement. We also remain committed to improving Learner Success and achieve levels of Excellence in the upcoming AERR results for the 2020-2021 school year. Though, with recent disruptions to the demonstration of Diploma and Provincial Achievement Tests as a result of the global

pandemic, we may not be able to report this continued success for another year or two. We are however confident that our continued work will yield this success when our reporting can continue.

These results summarized above and reported upon throughout this document are without a doubt due to our dedicated FSD Team and their ongoing hard work and commitment to Learner Engagement, Support and Success. On behalf of The Foothills School Division, we extend our sincere appreciation to our valued FSD Team and each member of this 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.

Lale

Mr. Larry Albrecht Chair, Board of Trustees Foothills School Division

Mr. Christopher Fuzessy, PhD Superintendent of Schools Foothills School Division

Accountability Statement for The Foothills School Division Annual Education Results Report 2019-2020

The Annual Education Results Report for The Foothills School Division for 2019-2020 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 2019/2020 was approved by the Board on November 25, 2020.

-Qll

Mr. Larry Albrecht Chair, Board of Trustees Foothills School Division

Mr. Christopher Fuzessy, PhD Superintendent of Schools Foothills School Division

October 2020 Accountability Pillar Results Report

The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities. School authorities should use results provided in the May 2020 Accountability Pillar release to prepare their 2019/20 Annual Education Results Report (AERRs), which are due November 30, 2020. In the absence of updated Accountability Pillar results for PATs and diploma exams, school authorities have the option to use results from available 2019/20 provincial assessments or include local measures of student learning in their AERR. School authorities opting to continue following the 2019/20 planning and reporting requirements can use their previous Education Plan/AERR as a template to structure their new plans/reports.

In light of the unique circumstances for the 2020/21 school year, it is recommended that school authorities incorporate local measures in their updated Education Plans to ensure they are able to evaluate outcomes and provide assurance in the Student Growth and Achievement domain moving forward.

Alberta Education, October 2020

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed Administrative Procedure 404 – Duty to Report – Whistleblower Protection Act to manage this new requirement. To view AP 404, please visit: <u>http://www.fsd38.ab.ca//documents/general/404-Duty-to-Report-Whisleblower-Protection-Act-Reviewed-Nov-15.pdf</u>

Foundation Statements

Foothills School Division's Board of Trustees reviews its foundational statements – Mission, Core Values and Guiding Principles – on an annual basis and revises them as required. Please visit <u>Policy 1 – Division Foundational Statements</u> for more info.

Key Priorities for Optimum Learning

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

- Engagement: Ensure and maintain Division wide engagement that is timely, meaningful and collaborative with all learners and communities.
- Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe and inclusive.
- Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

Guiding Principles/Commitments

The following guiding principles allow the Board of Trustees to promote a common understanding of policy directions and serve as the basis for equitable, learner centered, sound and consistent decision making with a focus on continuous improvement for each learner - students, staff teams and Trustees alike. Optimum learning is achieved through:

• 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 of our learners.

• Support: We are committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the Division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focusses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence and generosity as elements integral to the application of First Nations, Métis and Inuit foundational knowledge.

• 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.

The Foothills School Division

Foothills School Division has a total budget of \$93.8 million (2020-21) and provides public education services to the County of Foothills, Alberta, Canada and other municipalities therein; including the Towns of Okotoks, High River, Black Diamond, Turner Valley and the Village of Longview.



The School Division was established in 1938 and proudly serves a community that is approximately 71,000 residents according to the 2016 Government of Canada census. Foothills School Division serves 8,084 students (7,807 FTE) from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty schools, three Hutterite Colonies and our Cameron Crossing outreach school.

This summary presents highlights of the budget and organizational information of the school division.

The Mission Statement, Core Values, Vision and Key Priorities inform our deliberations and priorities as we plan for the future.

Highlights

- Foothills School Division <u>celebrated the grand opening</u> of Meadow Ridge School in Okotoks.
- Nicole, a secretary at Oilfields High School, raised \$2,500 for the Terry Fox Foundation.
- A <u>delegation of exchange students</u> from France attended a FSD Board Meeting to speak of their experiences.
- Grade 4-6 students donated 700lbs of non-perishable goods to the Okotoks Food Back in a reverse Halloween.
- Oilfields High School students participated in a craft market.
- Foothills School Division joined the Honourable Adriana LaGrange, Education Minister, and Philippe Sutter, Consul General of France in celebrating International Education Week.
- Students at Ecole Senator Riley Middle School participated in <u>an Instagram Takeover</u>, showcasing their school to the wider community.
- The Board of Trustees supported a <u>Blacksmithing Program at Oilfields High School</u> through CPIP funds.
- Big Rock School students participated in the Toronto Blue Jays <u>ultimate field trip</u>.
- Students participated in a local photography show at the Leighton Art Centre.

- Longview students <u>utilize nutrition grant funding</u> to help build school community through a school-wide lunch.
- Okotoks Junior High School students participated in their <u>annual wellness conference event</u>.
- FSD conducted a <u>large community engagement</u> on our 2020-21 Budget and 3-Year Education Plan Priorities.
- Westmount students joined first responders in <u>pedaling to raise awareness</u> of the positive benefits physical activity can have on mental health.
- MLA Roger Reid joined Blackie School students to <u>announce a school modernization</u>!
- Teachers across the Division are celebrated as schools <u>transitioned to emergency remote learning</u>.
- Sam Spangler was celebrated as the FSD Edwin Parr Award nominee.
- Red Deer Lake School Council <u>organized a drive by parade</u> for students and staff.
- Ecole Foothills Composite High School and Ecole Okotoks Junior High School collaborated on a virtual choice performance.
- Foothills School Division, in collaboration with Alberta Health Services, <u>redirected \$50,000 of nutrition funding</u> to community programs during remote learning to ensure nutrition needs continued to be met.
- Students across FSD raised over <u>\$19,000 for the Terry Fox Foundation</u>.
- Ecole Secondaire Foothills Composite High School principal visited all graduates to celebrate the class of 2020.

Accomplishments

The Foothills School Division (FSD) Board of Trustees is commitment to actualizing its governance role through the lens of Engagement, Support and Success for each Learner, and this throughout the Division. And, by extension, the Board's work is dedicated to engaging with its community on an ongoing basis throughout the school year, as well as engaging with its valued staff and students. This orientation to governance provides clarity of voice to the Board from all of its stakeholders to help guide the Division forward by ensuring that the necessary supports are in place to promote continuous improvement and learner success.

The FSD Lead Team (Board of Trustees and Division Executive Team) engaged widely with its stakeholders throughout the 2019-2020 school year. The year began with a review and eventual rewrite of Policy 1, Divisional Foundational Statements. The feedback received from students, staff, parents and community helped shape the policy into one that embodies the entire Division. This work also provided a new vision statement for the Division: Engagement, Support and Success for each Learner. Learner is defined as including both students and the entire staff team, further embedding our commitment to continuous improvement.

The Lead Team also engaged widely with the FSD community regarding budget throughout the school year. You may recall that school divisions across Alberta received their annual budgets much later than anticipated, and during the course of the fall of 2019. As a result of budget compressions, FSD consulted with its staff team and community around budget priorities. This consultation took place once again throughout the winter and spring as a

new funding framework was introduced by Alberta Education in February of 2020. Through both of these engagement opportunities, FSD heard that prioritizing classroom teachers and classroom supports was paramount to students, staff and our parent community. And, The Board focused upon this feedback and ensured that budget compressions at FSD affected the classrooms across the Division as little as possible, both during the budget adjustments in the fall of 2019, as well as when approving the budget for the current school year in June of 2020.

Related to the budget engagement that took place for the current school year, and in alignment with the new funding framework Alberta Education introduced in late February of 2020, FSD engaged on both the 3 Year Education plan and the budget concurrently. This is one of the cornerstones of the new funding framework as part of shift to an Assurance Model in education in Alberta. Anticipating this change, FSD's alignment and engagement on education goals and priorities within its three-year education plan was placed alongside its budget planning to ensure that the educational goals and objectives received the funding necessary to realize success. Again, the voice of our students, staff and community asked that classroom funding be prioritized, and budgetary decisions were made in alignment with these priorities, thus assuring our community that their voices had been heard. We also heard from these same voices that the educational priorities within the draft three-year plan were well supported and aligned with community goals and priorities for educational success.

The winter months also brought news of a global pandemic, and this had a deep and profound effect on both the School Division and the community it serves. Mid-March of 2020 brought directive from the Minister of Education to close schools to in person learning, with a pivot towards an entirely online learning environment for all of our students – a continuity of learning model. This was a challenge for all concerned, but one that was met with great success throughout FSD. Our model had changed, but the purpose remained the same – Leaner Engagement, Support and Success. Within one week of the Minister's announcement, all schools delivered weekly learning plans to each student every Monday for the remainder of the school year. The Minister also highlighted FSD's website and Learning Links in a provincial communication. During this one week pause, a tremendous amount of professional learning took place across the Division. This learning yielded much creativity, much innovation and a commitment to a continuity of education through to the end of June. Our school teams demonstrated their commitment and caring for their students and families in myriad ways, and we cannot say enough about our pride in the work that was collectively accomplished. We would be remiss not to acknowledge and thank our parent community with whom we partnered as never before in this continuity of education. Sincere thanks and appreciation are due to our entire team and community for continuing to support our students as best as we could throughout truly unique circumstances.

As the end of the 2018-2019 school neared, the Division began to shift its attention to next year, and with this came a shift in language and work towards School Relaunch. A multi stakeholder committee of the same name, FSD School Relaunch Committee was struck including representation from Trustees, parents, Division Office leadership, school leadership, teachers and support staff. The committee met weekly, as well as over the course of the summer, to discuss and consult upon Division plans for a safe and caring school relaunch in August of 2020. An engagement opportunity was built into the Committee's work, where the priorities of student and staff safety and wellbeing were validated by student, staff and parent feedback and voice. The Committee also edited and consulted upon the FSD School Relaunch Handbook, the guiding document for all schools and points of service in their planning for school relaunch across FSD. The Handbook was made available to all staff as well as the entire FSD community via the website and School Relaunch Committee communications to the FSD community. The Handbook was also shared with over 20 school divisions across Alberta, but also

across other Western provinces as well as 2 school Divisions in Illinois and Louisiana. This collective school relaunch work enabled FSD to be well prepared to resume the work in August and welcome students back to our buildings at the beginning of the next school year.

The 2018-2019 school year was rife with unforeseen budget changes, much upheaval, and also much uncertainty. Despite this, FSD was able to move forward all of the goals the Board of Trustees asked the Division to focus upon. A new Design and Innovation framework was developed and implemented across the Division. This framework will support continued emphasis on our CTF and CTS programming through this school year. A new Alternative Program administrative procedure was developed that ensures alternative programs are in alignment with Alberta Education requirements, and also reviewed on a regular basis. An alignment of professional learning plan was developed and implemented as an initial 3- year plan to ensure that we meet our goals and objectives as well as improve our leadership practices across the Division. A framework for First Nations, Métis and Inuit Success was developed to near completion, and will be introduces across the Division this school year. A wellness focus was launched to emphasize and support both staff and student wellness across the Division. And, a continued focus on strengthening the continuum of supports available to our students across the Division was maintained, and emphasized through the end of the year to enable effective supports as part of safe school relaunch. Many more objectives were met and moved forward throughout the year, the list above is not exhaustive but does provide a glimpse into the work of the Division and its commitment to continuous improvement.

The 2018-2019 school year was unique in many ways. Yet, the dedication and commitment of the entire FSD Team and community met these met and overcame all of these challenges with success. Our sincere thanks and appreciation go out to all members of the FSD community, and to our valued staff team whose individual contributions contributed to our collective success.

Trends and Issues

Enrollment remained fairly stable at The Foothills School Division with a slight increase in our total full-time equivalent number of students. The Division served 7,526 students from grade 1 to 12students and also provided educational services to 563 students in pre-kindergarten and kindergarten classes. The total student population at FSD was 8,089 students attending our schools in the 2019-2020 school year.

With moderate growth, The Foothills School Division continued to recruit and hire new staff to join our FSD team through our spring 2019/2020 hiring process. There were 18 retirements across our staff groups and slight enrolment increases the Division continued to recruit outstanding candidates to join the Foothills School Division team with 11 new Teachers and numerous support staff into needed positions. As part of our enrolment picture for 2019/2020, was the successful addition of Meadow Ridge School. The onboarding of our newest school resulted in transition of students out of all other Okotoks Schools addressing congestion at some sites.

The Board passed its fall budget update near mid-year as a result of a delay at Alberta Education in providing school divisions across the province with their annual budget allocations. The Division was able to realize savings of close to \$1.4 million dollars without affecting direct services to students. The

Board of Trustees also passed a budget that accessed the Division operational reserves in the amount of \$3,161,850 in order to pass a fall budget update that was balanced, again without affecting direct support to students.

This budget work continued with further savings realized as the Board passed the 2020-2021 budget in June of 2020. The Board also approved further use of \$3,591,780 of its operational reserves to balance to budget. The Board also authorized the use of an additional \$1.2 million dollars to increase custodial services and provide for personal protective equipment (PPE) in schools and ensure a safe school relaunch during this global pandemic.

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 opted to transfer \$750 000 from its capital Infrastructure, Maintenance and Renewal grant (IMR) on a one-time basis to help offset effects to the classroom during the 2019-2020 school year.

The Division continues to provide and enhance the supports available to our diverse student population and their families through a continuum of supports model. There remains however a continuing trend of an increased number of students with diverse and complex learning needs. We continue to refine our practices and also continue to strategize moving forward to ensure that we meet and exceed our important responsibility towards this diversity of student needs. A continued emphasis in supporting the increasing number of students who face mental health challenges is also priority. The Division has made inroads in building positive relationships with many of the service areas located within Alberta Health Services, and will continue to do so in the further expansion of its continuum of supports for students and families. The Division also continue to establish positive relationships with community agencies and services to further enhance its continuum of supports. are expected within the professional practice standards. In May 2019 Foothills School Division was successfully in garnering a Mental Health Capacity Building Grant in partnership with Alberta Health Services to support students and staff across the Division.

The Superintendent at FSD served in his first full year through the 2019-2020 school year. In accordance with Policy 12, the Superintendent took part in a 369 evaluation from April to June of the school year. Interviews were conducted with staff, community partners, Trustees and direct reports via an independent consultant. The consultant also made a survey available to staff and parents, and reviewed relevant documents to ascertain whether or not the Superintendent was meeting and exceeding the domains of the Superintendent Leadership Quality Standards in Alberta. Following this thorough review, the Superintendent received a positive evaluation.

Future Challenges

There are many challenged facing Alberta and The Foothills School Division moving forward. One of these is the increasing cost of property insurance for the Division. We cannot sustain further increases without affecting the supports we provide to classrooms, nor can we continue to access our IMR (Infrastructure, Maintenance and Renewal capital budget dollars) as that will be at a cost to repair and upkeep of our facilities. We are currently working with Alberta Education to find solutions to this dilemma that will ensure equity of insurance costs as well as educational services across Alberta and FSD.

The continued implementation of the new Alberta Education funding model will also pose challenges to the Division moving forward. As we continue to become more familiar with both the positive impacts as well as the new challenges we face as a result of the change in funding parameters, we look to the future with some measure of concern. Changes to the funding of supports for both positive mental health as well as supports to students with complex need will require creativity and innovation. They will also require an increased focus on sustainable and productive relationships with our partners at Alberta Health Services as well as our community partners and agencies. We share a collective responsibility to the students and communities we serve, and only through a commitment to this collectivity will we ensure our students and families are well supported.

We also face challenges with respect to the global pandemic we are collectively living. These manifest at the budget level as we see a predicted need for continued increased custodial costs, as well as increased costs around both PPE and cleaning and disinfecting supplies. This challenge also extends into the topic above in ensuring that we continue to provide supports to our students and staff team with an eye towards their wellness and wellbeing. Through these challenges, we must also remain committed to our educational goals and objectives, and ensure that we continue to provide high quality teaching and learning opportunities for our students and staff team, and this within safe, caring, welcoming and inclusive learning environments. We planned for a safe school relaunch at the close of the 2019-2020 school year with a clear emphasis on student and staff safety and wellbeing, and this needs to remain the priority as we navigate this school year as well as the future of FSD.

Foothills School Division Annual Education Results Report Statement

Foothills School Division Education (FSD) Plans and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. Education Plans outline priorities for student learning, guides budget decisions and forms the basis for reporting on progress and achievement. Foothills School Division is accountable for their performance in meeting responsibilities and ensuring student growth and achievement. FSD Education Plans and Annual Education Results Reports align with the Alberta Education Three-Year Business Plan. These are formal documents that demonstrate accountability, provide assurance for continuous improvement and are developed for a three-year period. Three-year rolling Education Plans maintain a consistent timeframe and 'roll' forward with plans updated annually and a new year added for each year completed.

These plans ensure the education system efficiently and effectively meets the education needs of Alberta Students and the Foothills School Division Community. Assurance in Foothills School Division occurs through building relationships, engaging with education partners and sustaining a culture of continuous improvement and collective responsibility. A key component in the development of Education Plans and Annual Education Reports is stakeholder engagement. FSD is committed to sharing progress on achieving priorities and in engaging students, parents, staff and community members in the planning process. Effectively engaging stakeholders in the development of these plans and sharing results ensures responsiveness to local needs, increases stakeholder understanding of education matters, improves decision-making and enhances ownership for decisions.

Foothills School Division Education Plans and Annual Education Results Report (AERR) are products and evidence of a continuous improvement and are core documents for demonstrating accountability and assurance. The FSD Education Plan sets out what needs to be done, including determining

priorities, outcomes, measures and strategies that will be implemented to improve results. The Annual Education Results Report provides the results obtained from implementing the plan and actions taken to meet responsibilities in key assurance domains (Student Growth & Achievement, Teaching and Leading, Learning Supports, Governance, Local & Societal Context). A wide range of performance measures provides FSD with consistent means of measuring progress, helps identify strengths, areas for improvement and determines priorities.

Foothills School Division's Commitment to the Guiding Principles of Assurance

- Recognize that all education partners, each with unique contribution, share responsibility for student growth and achievement.
- Build professional capacity and a commitment to continuous improvement.
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action.
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating and empowering).
- Acknowledge that communication must be a constant throughout the engagement process.
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making.
- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools and the Division.
- Recognize the unique learning needs of students and fostering equitable and inclusive learning environments.
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/school/student outcomes.
- Provide a structure to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and goals of education in the Province of Alberta.

Three-Year Education Plan and Annual Education Results Report Timeline

September

- Annual Three-Year Education Plan and Annual Education Results Report process and timeline reviewed by the Board of Trustees.
- Alberta Education releases information regarding Three-Year Education Plan and Annual Education Results Report.
- Alberta Education releases Accountability Pillar Results Report and Provincial Exam results for the Division.
- Strategic Plan Update and Progress: Learning Services Director Reports.

October

- System Planning.
- Draft FSD Annual Results Report is prepared.

- Strategic Plan Update and Progress: Learning Services Director Reports.
- School Education Plan Presentations to Board of Trustees.

November

- Overview of the Assurance Funding Framework with the Board of Trustees.
- Review of Alberta Education Accountability Pillar Results Report and Provincial Exam Results for the Division.
- FSD Annual Education Results Report prepared and presented to the Board of Trustees for review, feedback and approval.
- AERR submitted to Alberta Education by November 30 report made public and posted on FSD website.
- Executive Team reviews with school administration AERR and School Education Plans.
- Strategic Plan Update and Progress: Learning Services Director Reports.
- School Education Plan Presentation to Board of Trustees.

January – April

- Stakeholder Engagement in Education Plan & Budget.
- Education Plan and Budget Development.
- Strategic Plan Update and Progress: Learning Services Director Reports.
- School Education Plan Presentation to Board of Trustees.

May

• Division Education Plans will be shared and approved by the Board of Trustees and submitted to Alberta Education by May 31st. and will be made public and posted on the Foothills School Division website.

June

• School Education Plans will be submitted and approved by the Superintendent by June 30th of each year and plans will be made public and posted on the school website.

Assessment, Assurance and Accountability: Provincial and Local Measures that inform Education Plans

Alberta Education Provincial Measures

- Safe, Caring & Welcoming.
- Student learning outcomes.
- Student achievement: PATs & Diplomas.
- Preparation for lifelong learning, world of work & citizenship.

- Parental Involvement.
- Continuous Improvement.

Foothills School Division Local Measures

- Stakeholder Engagement Feedback Opportunities.
- SOS-Q Survey Data: All students Gr. 4 -12.
- Intellectual Engagement Survey: All students Gr. 4 -12.
- GRADE (Literacy) Assessment: All students Gr. 2 9.
- MIPI (Numeracy & Mathematics) Assessment: All students Gr. 2 10.
- Formative & Summative Assessments/Literacy and Numeracy/Mathematics Interventions.
- Reading Readiness Screening Tool: All students K Gr. 1/EYE: DA (Early Years Evaluation): Kindergarten.
- Attendance, Suspension, Critical Response Data.
- Professional Learning Feedback.

Foothills School Division Annual Education Results Report 2019-2020

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 areExplore them Develop themCelebrate them.	Our Commitments	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 for each learner	Support for each learner	Success for each learner
Local and Societal Context	Learning Supports	Student Growth and Achievement
Assurance Measure Trust and confidence that the education system responds proactively to local and societal contexts.	Assurance Measure 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 Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance	Explore + Develop + Celebro e-	Teaching and Leading
Assurance Measure Trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.	Foothills SCHOOL DIVISION	Assurance Measure Trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Local a	Local and Societal Context		Learning Supports	Student Growth and Achievement		
Goals	Advance system-wide stakeholder engagement.	Goals	Advance a system-wide approach to a safe, caring and welcoming learning environment.	Goals	Advance system-wide innovation, creativity and competency development.	
			Advance system-wide continuum of supports.	-	Advance system-wide literacy and numeracy.	
			Advance system-wide approach to positive mental health, wellness and well-being.		Advance system-wide First Nations, Métis and Inuit student success.	
	Governance			Теас	hing and Leading	
Goals	Goals Advance system-wide evidence-based continuous improvement cycles.		ment	Goals	Advance system-wide high-quality design, instruction and assessment practices.	
			Success		Advance system-wide excellence in teaching and leading.	
collaborating me communities. V progress and the and with a view We will consult	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		We are committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and		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	

include their voice in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We will do this to assure our learners and communities that our decision- making is based on the best interests of all of our learners.	focus on environmental stewardship, the development of mastery, belonging, independence and generosity as elements integral to the application of First Nations, Métis and Inuit foundational knowledge. solving, innovating, critical thinking explore and develop their skills a and achieve their highest potent		
Local and Societal Context	Learning Supports	Student Growth and Achievement	
Strategic Plans Stakeholder Engagement. 	 Strategic Plans Safe, Caring and Welcoming Learning Environment. Continuum of Supports. Positive Mental Health, Wellness and Well- being. 	Strategic PlansLiteracy and Numeracy.Innovation, Creativity and Competency Development.First Nations, Métis and Inuit Student Success.	
Outcomes • Learners communicate, collaborate & solve problems to advance education excellence.	 Outcomes Learners contribute to and feel welcomed, cared for, respected and safe. Learners access a continuum of support. Learners access mental health, wellness and well-being support. 	 Outcomes Learners are successful. First Nations, Métis and Inuit learners are successful. Learners are literate and numerate. Learners cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. 	

 Indicators 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. Education partners anticipate local and societal needs and circumstance and respond with flexibility and understanding. 	 Indicators Students are active, healthy and well. Students demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Education partners fulfill their respective roles with a shared understanding of an inclusive education system. Collaboration with education partners to support learning. Wrap around services and supports enhance conditions required for optimal learning. Structures and systems support learning and meets the needs of students, families, staff and communities. 	 Developed learning competencies. Indicators Students use ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. Students achieve learning outcomes, demonstrating strengths in literacy, numeracy and competency development. Students learn for transfer by applying knowledge, skills and understanding of concepts in a variety of contexts. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. The school community applies resources needed to support First Nations, Métis and Inuit student achievement.
Measures Provincial Parent Involvement. Continuous Improvement. Overall Quality of Basic Education.	Measures Provincial Safe & Caring. Student Inclusion and Access to Supports and Services.	Measures Provincial • PAT & Diploma Results. • High School Completion, Drop-out Rates, Transition Rates and Rutherford Scholarship.

l	 Structures, systems and strategies that ensure ongoing stakeholder engagement where learners communicate, collaborate, think critically and solve problems in advancing educational excellence together. Feedback gathered through ongoing stakeholder engagement demonstrates trust and confidence that the education system responds proactively to local and societal contexts. Impact of stakeholder engagement in decision-making. 	 Local SOS-Q: Student Orientation to School Questionnaire. Attendance Data. Suspension Data. Student Support and Critical Response Data. Programs, services, strategies and evidence that demonstrate all learners contribute to and feel welcomed, cared for, respected and safe; access a continuum of supports; and access mental health, wellness and well-being. 	 Program of Studies. Active Citizenship & Life-Long learning. Local GRADE (Literacy Assessment). MIPI (Math Assessment). RRST (Reading Readiness). FSD Student Intellectual Engagement Survey. Competency Development. Programs, services, strategies and evidence that demonstrate advancing system-wide literacy, numeracy, outcomes and competency development. Programs, services, strategies and evidence that demonstrate advancing system-wide literacy, numeracy, outcomes and competency development. Programs, services, strategies and evidence that demonstrate First Nations, Métis learners are successful.
	Governance Strategic Plans Continuous Improvement Cycles. Outcomes Education system is well governed and managed.	Explore , Develop , Celebrare, Footbils School Division	Teaching and Leading Strategic Plans • High-quality Design, Instruction and Assessment. • Excellence in Teaching and Leading. Outcomes • Excellent teachers, school leaders and school authority leaders.

Indicators

- Board of Trustees engage students and their families, staff and community in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Resources are allocated and managed in the interest of ensuring student success, in alignment with system goals and priorities.
- Learning is relevant, clearly articulated and designed for implementation within local contexts.
- System-wide approach to cycles of evidence-based continuous improvement to inform ongoing planning, and priority setting and to build capacity.

Measures

Provincial

- Parent Involvement.
- Continuous Improvement.
- Overall Quality of Basic Education.
- Budget Evidence.

Indicators

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.
- Collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Teachers and leaders use a range of data and evidence to inform cycles of evidence-based continuous learning.

Measures

Provincial

- Overall Quality of Basic Education.
- Teacher Professional Development.

Local	Local
• Structures, systems and strategies that	FSD Professional Learning Survey.
ensure a continuous improvement	 Processes, strategies and
cycle.	evidence that demonstrate the
• Structures, systems and strategies that	division supports teaching and
reflect good governance.	leadership quality through
• Programs, services, strategies and	professional learning, supervision
evidence that demonstrate evidence-	and evaluation.
informed decision-making,	Evidence of advancing system-
stakeholder engagement, learning and	wide high-quality design,
capacity building.	instruction and assessment
	practices.
	• Evidence of advancing system-
	wide excellence in teaching and
	leading.



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

		Footh	Foothills School Division		Alberta			Measure Evaluation		
Measure Category	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.6	90.4	90.0	89.4	89.0	89.2	Very High	Maintained	Excellent
	Program of Studies	85.1	84.5	85.1	82.4	82.2	82.0	Very High	Maintained	Excellent
Obudant Languine Operatorities	Education Quality	90.9	91.1	90.6	90.3	90.2	90.1	Very High	Maintained	Excellent
Student Learning Opportunities	Drop Out Rate	1.3	0.7	1.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	89.8	89.6	85.8	79.7	79.1	78.4	Very High	Improved Significantly	Excellent
	PAT: Acceptable	77.1	77.7	77.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	18.1	17.6	17.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	86.9	86.6	85.6	83.6	83.7	83.1	High	Maintained	Good
Obudent Learning Achievement (Condex 10.12)	Diploma: Excellence	18.5	18.0	16.7	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	52.7	50.4	49.3	56.4	56.3	55.6	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	72.2	73.8	71.8	66.6	64.8	63.5	High	n/a	n/a
	Transition Rate (6 yr)	53.5	57.0	53.5	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	82.3	81.7	80.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.4	83.4	83.6	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.2	79.7	80.9	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.8	84.0	81.7	81.5	81.0	80.9	Very High	Improved	Excellent

3-Year Plan - May 2020 Authority: 1180 The Foothills School Division

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

4

Report Generated: Apr 24, 2020 Locked with Suppression for May 2020 Report Version 1.0 Data Current as of Mar 29, 2020

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2020

Authority: 1180 The Foothills School Division

Improvement Table

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

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

Overall Evaluation Table

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

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



Accountability Measures Overview May 2020						
Category	Measure	2019 Oct	2020 May	Achievement	Compared to Province	
Safe and Caring	Safe & Caring	90.4	90.6	EXCELLENT	ABOVE	
Student Learning Opportunities	Program of Studies	84.5	85.1	EXCELLENT	ABOVE	
	Education Quality	91.1	90.9	EXCELLENT	ABOVE	
	Drop Out Rate	0.7	n/a	n/a	n/a	
	High School Completion	89.6	89.8	EXCELLENT	Significantly ABOVE	
Learning Achievement: PAT	Acceptable	77.1	n/a	n/a	n/a	
	Excellence	18.1	n/a	n/a	n/a	
Learning Achievement: Diploma	Acceptable	86.9	n/a	n/a	n/a	
	Excellence	18.5	n/a	n/a	n/a	
	Exam Participation Rate	50.4	n/a	n/a	n/a	
	Rutherford Scholarship	73.8	n/a	n/a	n/a	
Preparation for Lifelong learning, world of work & citizenship	Transition Rate (6 yrs)	57.0	53.5	Acceptable	Below	
	Work Preparation	81.7	82.3	GOOD	Below	
	Citizenship	83.4	83.4	EXCELLENT	ABOVE	
Parental Involvement	Parental Involvement	79.7	81.2	GOOD	Below	
Continuous Improvement	Continuous Improvement	84.0	82.8	EXCELLENT	ABOVE	

FSD Highlights and Celebrations 2020 May AERR Results

Continuing Trend of Improvement and Growth

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

EXCELLENT Safe and Caring: Improved

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

EXCELLENT Program of Studies: Improved

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

EXCELLENT Education Quality: Maintained

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

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

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

EXCELLENT Continuous Improvement: Maintained

GOOD Work Preparation: Improved

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

GOOD Parental Involvement: Improved

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

Engagement for each learner

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

Local and Societal Context

FSD Goal: Advance system-wide stakeholder engagement.

Outcome: Learners communicate, collaborate and solve problems in advancing educational excellence.

Strategic Plan: Stakeholder Engagement.

Assurance: Trust and confidence that the education system responds proactively to local and societal contexts.

				201	9-2020 Re	esults: Pa	rental Involvem	ent				
Performance	Results Target						Evaluation			Targets		
Measure												
Parental	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Involvement	81.6	81.9	81.1	79.7	81.2	80.0	High	Maintained	Good	81.5	82.0	82.5
Percentage of teacher education; Parent invo about child's education	lvement in c	lecision at ch	nild's school;	; Satisfactio	n that paren	t input was o	considered in decision			-	-	

Local Evidence

FSD Stakeholder Opportunities

The Foothills School Division budget process for the 2020-2021 year is outlined below and provided multiple opportunities for stakeholder input. The <u>FSD Engagement</u> page is updated regularly. We are committed to keep you informed, listen to and acknowledge your concerns and aspirations, and provide feedback on how your input influenced our decisions.

Who can participate:

Everyone is invited to comment on the School Division's activities and initiatives:

- Parents and students.
- Educators and administrators.
- Community members and neighbours.
- Community partners.
- Local governments.
- First Nations, Métis and Inuit partners.
- Diversity groups.
- Non-profit groups.
- Recreation commissions and sports groups.
- Local health authorities.

FSD Budget and Education Plan Stakeholder Engagement 2019-2020

Online: Students, staff, parents, and community members are invited to provide feedback online.

December 12, 2019 - January 15, 2020 - Foothills School Division Staff only.

January 8-29, 2020 - All Stakeholders.

In person: May 1, 2020, Ecole Secondaire Highwood High School (CANCELLED DUE TO COVID).

Email: Feedback can be sent to feedback@fsd38.ab.ca. Emailed feedback must be received by May 1, 2020

Traditional mail: Feedback can be mailed to Foothills School Division Secretary Treasurer, 129 4th Avenue SW Suite 300, High River, AB, T1V 1M7. Mailed feedback must be received by May 1, 2020.

Timeline: The Board is consults with stakeholders on how it can use available resources to continue to support the Foothills School Division 3 Year Education Plan and to advance a high achieving and sustainable organization. The budget process allows stakeholders to comment and provide suggestions on the proposed budget so that the Board can consider these prior to finalizing the budget. A multi-stakeholder engagement event is planned Invitations will be sent out to stakeholder representatives prior to the event.

October 2019

• The provincial education budget was announced by Alberta Education on October 24, 2019. On Friday, October 25, the details of that budget were shared with school divisions.

November 2019

• FSD released a statement on the provincial budget challenges faced by Foothills School Division and began an internal stakeholder engagement.

December 2019

- To begin realizing budget efficiencies, Foothills School Division determined immediate actions to address the shortfall in the fall budget update.
- Launch of 2020/21 budget and Education Plan consultation.
- Opportunity for FSD staff to identify potential cost pressures as well as areas of possible financial surplus/deficit online through Thought Exchange.
- A report of all the input gathered is made available online.

January 2020

- Opportunity for students, parents/guardians, staff, and members of the community to help establish Foothills School Division funding and 3-year Education Plan. Resources made available to stakeholders:
- Thought Exchange participant link.
- Budget Facts & Figures 2019-2020.
- Foothills School Division Priorities.
- 3-year Education Plan.
- Annual Education Results Report Summary.
- Financial Information.

February 2020

- Report back to the community, what we've heard.
- Opportunity for students & teachers to provide feedback (Student's Matters Committee & Teacher Advisory Council).
- Feedback gathered from School Councils and Council of School Councils.

March & April 2020

- Anticipate information regarding the 2020/21 budget received from Alberta Education.
- Preliminary 2020/21 budget created by Foothills School Division.

May 2020

- Scheduled Stakeholder Assurance Opportunity May 1, 2020 Ecole Secondaire Highwood High School (CANCELLED DUE TO COVID).
- Discussion on the 3 Year Education Plan and budget priority feedback to the Board of Trustees on May 6, 2020.

• Discussion on the 2020/21 preliminary budget with the Board of Trustees on May 20, 2020.

June 2020

- Approval of the 2020/21 budget at the Public Board Meeting June 3, 2020 (1-4pm) Foothills School Division Office Boardroom.
- Approval of the 3 Year Education Plan priorities at the Public Board Meeting June 3, 2020 (1-4pm) Foothills School Division Office ٠ Boardroom.



Stakeholder Advisory Groups & Community Engagement Opportunities

Regular engagement opportunities and communications allowed students, staff, parents and community members to have a voice in decisionmaking, be fully informed, and have a deep understanding of the educational priorities and plans of the School Division.

- Board Meetings.
- School Council Meetings & Council of School Council. 0
- Staff Advisory Council. 0
- Student Matters Committee. Ο
- Parent and Community Engagement Events. 0

- Stakeholder Engagement Activities.
- Relaunch/Renewal Committee.

School Council Engagement in FSD Priorities: Learner Engagement, Support, Success





School Relaunch Public Engagement (Updates: Relaunch to Renewal)



FOOTHILLS SCHOOL DIVISION

2020-21

SCHOOL

RELAUNCH

PLAN

2020-21 School Relaunch Handbook

This document will continue to be updated based on orders from the Chief Medical Officer for Health, recommendations from Alberta Education, and the discovery of new evidence. It is based upon the collective wiser practice and advice of Public Health Authorities, Education Authorities, and world-wide School Jurisdictions and subject matter experts.

School Relaunch Public Engagement

f) y 🛅 💟

Your voice is important and we need your help to ensure a safe, caring, and welcoming return to school for students and staff.

Please share your wonders and concerns about School Relaunch below. We will be responding to every question asked. An opportunity for our families and students to provide suggestions and ideas will be available in the coming weeks. Don't forget to sign up and subscribe to receive updates and be alerted when these new engagement opportunities are released.

for School Relaunch

If you have medical questions about COVID-19, please visit <u>www.alberta.ca/covid19</u> or call Health Link 811.



Results Analysis: Advancing system-wide stakeholder engagement.

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.

Evidence of Impact

- 23% of parents of students in grades 4, 7 and 10 completed the Accountability Pillar Survey which is evidence of strong parental involvement and stakeholder engagement in FSD.
- Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.
- Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Achievement of **Excellent**, as well as, above provincial average in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Insignificant participation by stakeholders (students, staff, parents & community) in a variety of engagement opportunities regarding Board Policy, Education Planning, Budget and Division and School Re-entry Planning. Through the Thought Exchange engagement tool there were 1139 Participants, 544 Thoughts and 21 633 Ratings during the Education Plan/Budget Engagement events.
- Evidence of stakeholder voice in decisions making as evident in Board Policy review, Education Planning, Budget and Division/School Re-entry plans.
- Evidence of learners communicating, collaborating, thinking critically and solving problems together in education planning included the multistakeholder school relaunch committee in the development of the FSD School Relaunch Handbook.
- Increase in resources available to stakeholders (students, staff & parents) through the FSD Learning Links and increased usage of FSD Learning Links by all stakeholders.
- FSD used a variety of methods to communicate and engage stakeholders in the development of our plans and shared results achieved in order to provide assurance of progress towards achieving goals. Engaging stakeholders was critical and essential in the development and implementation of the Education Plan and Annual Education Results Report.
- The Division and Schools engaged students, parents, staff and community members in the education planning process, shared progress on an ongoing basis and communicated Annual Education Results Report through a variety of means. As indicated in Section 12 of the School Councils Regulation requiring school councils have the opportunity to provide advice on the development of school Education Plans and Annual

Education Results Reports. Each school involved their School Council in updating Education Plans and preparing Annual Education Results Reports and the Council of School Councils provided the same at the Divisional level.

- Purposeful and meaningful stakeholder engagement helped ensure governance aligned with and was responsive to the local context, needs and expectations of the learning community.
- Stakeholder engagement improved policies and procedures, decisions made and provided assurance, trust and confidence in the system by ensuring all voices, viewpoints and perspectives were heard and considered.
- Opportunities were created for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.
- Communication plans connected and engaged stakeholders in the Foothills School Division learning community. FSD was intentional in sharing information specific to divisional goals, outcomes and priorities through a wide-variety of communication means. Communication actions were responsive, visible and aligned to strategic plans and Board priorities. Enhanced public relations, promotional activities, marketing and communication strategies highlighted, showcased, recognized and celebrated educational excellence of The Foothills School Division.
- 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.

Moving Forward

- FSD will continue to create more opportunities for students and parents to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division through Stakeholder Advisory Groups & Community Engagement Opportunities.
- FSD will continue to explore and develop community supports and partnerships to enhance programs, learning opportunities and experiences for students.
- FSD will continue to develop and refine protocols of engagement to ensure consistency and excellence in engagement processes.

FSD Links for Assurance

For Further Information Follow Links to Engage FSD Foothills School Division Stakeholder Engagement Plan Policy 1 Engagement FSD 2020-21 School Relaunch Updates & Handbook FSD 2020-23 Education Plan Administrative Procedure 110 School Councils Administrative Procedure 111 Council of School Councils

Engagement for each learner

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

Governance

FSD Goal: Advance system-wide evidence-based continuous improvement cycles.

Outcome: Education System is well governed and managed.

Strategic Plan: Continuous Improvement Cycles.

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

Provincial Evidence

2019-2020 Results: Continuous Improvement													
Performance	Results					Target	Evaluation				Targets		
Measure													
Continuous	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023	
Improvement	79.8	80.8	80.4	84.0	82.8	84.5	Very High	Improved	Excellent	83.0	83.5	84.0	

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Indicators: Quality of education at school improved, stayed the same, or declined in the past three years; Proud of school; Recommend school to others.

2019-2020 Results: Parental Involvement

Performance	Results					Target	Evaluation			Targets		
Measure												
Parental	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Involvement	81.6	81.9	81.1	79.7	81.2	80.0	High	Maintained	Good	81.5	82.0	82.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. Indicators: Parent involvement in decisions regarding child's												
education; Parent invol	cation; Parent involvement in decision at child's school; Satisfaction that parent input was considered in decision making; Satisfaction in opportunity to be involved in decisions											

about child's education; Satisfaction in opportunity to be involved in decisions at child's school.

Other Provincial Indicators Considered: Parent Involvement; Education Quality; Budget



Division Strategic Plans Aligned with the Assurance Domains

- Stakeholder Engagement.
- Continuous Improvement Cycles.
- Safe, Caring and Welcoming Learning Environments.
- Continuum of Supports.
- Mental Health, Wellness and Well-being.
- Literacy and Numeracy.
- Innovation, Creativity and Competency Development.
- First Nations, Métis and Inuit Student Success.
- High Quality Design, Instruction and Assessment Practices.
- Excellence in Teaching Learning and Leading.

CPIP: Classroom Practice Innovative Projects 2019-2020



403-652-6512 | robertsc@fsd38.ab.ca

CPIP Projects 2019-2020

- Mindful Therapeutic Drumming Project: To what extent does drumming facilitate a safe, caring, and welcoming learning environment where everyone belongs? How does drumming support our well-being, make meaningful connections, and empower staff & students to be an active participant in their own development of mindfulness? How does the practice of therapeutic drumming prepare, regulate/ready our students for learning (academic rigor) throughout the day?
- Music Composition Project: To what ways does the development of comprehensive musicianship skills through working continuously with a composer in a collaborative learning model impact our students' creativity and classroom engagement?
- Technology Deep Learning Project: What impact can technology have on deep learning when it is used as a tool for creation? To what extent does HP Reveal, digital note taking and other developing applications deepen student understanding, impact intellectual engagement & develop 21st century literacy?
- Indigenous Student Support Initiative: How can we better support Indigenous students to continually improve school attendance, course completion and graduation rates, and to empower Indigenous students for success in life?
Structures, systems, strategies and local measures/data/evidence that demonstrate evidence-informed decision-making and continuous improvement

• System Planning: Foothills School Division has established a system of accountability and assurance that focuses on continuous improvement, evidence-informed decision making and stakeholder engagement. There is a clear connection between school and division plans and priorities, which provides strategic direction to schools. The vision, mission, priorities and guiding principles for decision-making provide overall direction for system planning. Education Plans and Annual Education Results Reports are formal documents that demonstrate how the Division/Schools are performing in meeting responsibilities and providing public assurance. Through the AERR, the Division/Schools collect, analyze and evaluate key performance data arising from the implementation of the education plan. The Division and Schools are accountable for their performance in meeting their responsibilities to positively impact student growth and achievement and engage in robust continuous improvement cycles. FSD has established a system of accountability and assurance for its schools that enable continuous improvement and evidence-informed decision making.



Alberta: Funding Model for School Authorities 2020-21 School Year (June 2020)

Results Analysis: Advancing system-wide evidence based continuous improvement.

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.

Evidence of Impact

- Increase in % of teachers, parents and students indicate their school and schools in their jurisdiction have improved/stayed the say the last 3 years which is evidence of continuous improvement.
- Increase in % of teachers and parents satisfied with parental involvement in decisions about their child's education which is an indicator for ongoing improvement.
- 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.
- FSD established a system of accountability and assurance that focused on continuous improvement, evidence-informed decision making and stakeholder engagement.
- The FSD vision, mission, priorities and guiding principles for decision-making provides overall direction for system planning.
- A clear connection between school and division plans and priorities, provides strategic direction for the entire Division.
- FSD interpreted and reported results to parents, students, Alberta Education and the public sharing areas of strength, areas for improvement and next steps. FSD used results to improve the quality and effectiveness of education programs to improve student learning and achievement as indicated in the 2020-2023 FSD Education Plan.
- FSD developed and deployed robust school and system level assurance measures provincially, locally and school-based.
- Evidence of growth in structures and systems that support collaboration, collective efficacy and responsibility.
- Updated Policy 01: Division Foundational Statements through stakeholder engagement.
- Developed new communication plan in sharing Trustee News with school community.
- Updated Administrative Procedure 100: Three-Year Education Plan and AERR to align with the Assurance Model and developed FSD Assessment, Assurance and Accountability Strategy.
- FSD's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. FSD's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. FSD's planning and reporting cycle has included:
 - Developing/updating plans based on results, contextual information and provincial direction.
 - Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
 - Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.

- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement.
- o Monitoring implementation and adjusting efforts as needed.
- Measuring, analyzing and reporting results.
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making).
- Communicating and engaging with stakeholders about school authority plans and results.

Moving Forward

- FSD will continue to develop strategic plans, 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 enable the government and Albertans to assess the operation of the education system.
- FSD will continue to provide assurance to the government, local stakeholders and the public that Foothills School Division is fulfilling their responsibility for student growth and achievement.
- FSD will continue to advance our system-wide approach to select and analyze system, school and student evidence to inform next steps in educational improvement planning.
- As part of the Education Plan and Budget process, FSD will continue to consider what needs to be done to successfully implement the Education Plan including identifying and allocating resources; identifying those responsible for leading and implementing strategies; providing professional learning and establishing processes to monitor progress and adjust.

FSD Links for Assurance

For Further Information Follow Links to

Policy 01: Division Foundational Statements

Annual Education Results Overview and Highlights

Annual Education Results Report Summary

Trustee News

FSD: Trustee Guide to Good Governance

Administrative Procedure 100 Three-Year Educations Plans and Annual Education Results Report (AERR)

Administrative Procedure 102 School Education Plan and Annual Education Results Report

FSD 2020-23 Education Plan

FSD Financial Statements

Support for each learner

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

Learning Supports

FSD Goals:

Advance a system-wide approach to a safe, caring and welcoming learning environment.

Advance a system-wide continuum of supports.

Advance system-wide approach to positive mental health, wellness and well-being.

Outcomes:

Learners contribute to and feel welcomed, cared for, respected and safe. Learners access a continuum of supports. Learners access mental health, wellness and well-being support.

Strategic Plans:

Safe, Caring and Welcoming Learning Environment Continuum of Supports Positive Mental Health, Wellness and Well-being

Assurance: 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.

	Provincial Evidence													
					2019-2	2020 Resu	Its: Safe and Car	ring						
Performance			Results Target Evaluation Targets											
Measure														
Safe & Caring	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023		
	89.6													

Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Indicators: Students are safe at school; Students are safe on the way to and from school; Students are treated fairly by adults at school; Students treat each other well at school; Teachers care about students.

					2019-20	020 Results: Program Access
Performance Measure			Results		-	Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Indicators: Access to academi counselling at school when needed (what courses to take); Access to career counselling at school
Program	2016	2017	2018	2019	2020	when needed (planning for a career); Access to library services at school; Access to services (beyond
Access	69.2	73.2	72.0	72.5	75.2	regular instruction) that help students read and write; Access to special supports.
					2019-20	020 Results: At Risk Students
Performance Measure			Results			Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
At Risk	2016	2017	2018	2019	2020	
Students	83.5	83.4	85.0	85.8	85.0	
						Local Evidence
nts at or - %0.06 - %0.06 - %0.06 - %0.06 - %0.09 - %0.09 - %0.09 - %0.00 - %%0.00 - %%%0.00 - %%%%0.00 - %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%	Assessi					Results 2019-2020:
		Z	4 ■5 ■6			



SOS-Q Student Survey				Evaluat	ion		
Performance Measures	Division	2018	2019	Achievement	Analysis		
Safe & Caring: Student's perception of a		74.4	73.7	Good	Student's perception of a safe		
safe and caring environment (student voice;		73.8	67.3	Good	and caring environment is consistent and positive.		
student-teacher relationship; student needs and supports provided)	IV	64.8	60.6	Good	consistent and positive.		
External Resilience: Ability to recover	II	60.5	58.3	Acceptable	Student's ability to cope and		
quickly from (external) disruptive change or hardship without being overwhelmed or acting	III	70.9	67.6	Good	adapt in face of challenge is a strength in grades 7 -9 and		
out; and, ability to cope and adapt in the face of challenges, risk or adversity.	IV	62.4	54.7	Acceptable	area for continued improvement Gr. 4-6 & Gr. 10-12.		
Self Confidence: Students' conviction that	II	51.2	49.0	Acceptable	Student's confidence to be		
they are capable and well-positioned to be successful at school and beyond.		55.7	50.0	Acceptable	successful at school is stronger in grades 4-9 than 10-12.		
succession at school and beyond.	IV	42.3	38.1	Concern			
Internal Resilience: Ability to resist anxiety and maintain internal emotional and mental	II	63.3	64.6	Good	Anxiety continues to be a concern Gr. 7-12.		
balance.		43.2	34.9	Concern			
	IV	23.5	18.0	Concern			
Peer Relationships: Perceived supports	II	66.0	62.4	Good	Peer relations are strong Gr.		
from friends and ability to get along with		61.8	58.9	Acceptable	4-6 but decline Gr. 10-12.		
peers.	IV	49.1	45.9	Acceptable			
Extra-Curricular Activities: Students'	II	n/a	n/a	n/a	Participation and belief in		
participation in, time for, opportunities for and perceived value of extra-curricular activities.	III	70.1	67.9	Good	value of extra-curricular is strong Gr. 7-12.		
perceived value of extra-curricular activities.	IV	46.4	48.6	Acceptable			
Utility of School: Students' sense of	II	n/a	n/a	n/a	Usefulness and relevance of		
usefulness of school and the relevance of what they're learning in school.		49.6	43.1	Acceptable	school Gr.7-12 is area for growth.		
they releaning in school.	IV	29.5	28.9	Concern	0		
	0% Accepta -6), Division			od 80-100% Ex sion IV (Gr. 10-12			

Attendance Data: % of student ab	sences at e	each % rar	nge							
Schools	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
2014-2015	80.95%	15.40%	2.49%	0.66%	0.26%	0.14%	0.07%	0.03%	0.00%	0.00%
2015-2016	81.05%	15.69%	2.15%	0.58%	0.26%	0.12%	0.10%	0.03%	0.00%	0.01%
2016-2017	81.84%	14.87%	2.32%	0.46%	0.29%	0.13%	0.05%	0.01%	0.01%	0.00%
2017-2018	78.41%	17.74%	2.50%	0.81%	0.21%	0.15%	0.10%	0.05%	0.01%	0.02%
2018-2019	77.31%	18.17%	2.89%	0.86%	0.40%	0.17%	0.12%	0.02%	0.01%	0.05%
2019-2020	75.46%	19.48%	3.36%	0.93%	0.37%	0.21%	0.10%	0.05%	0.03%	0.01%
Grand Total	79.15%	16.91%	2.62%	0.72%	0.30%	0.15%	0.09%	0.03%	0.01%	0.02%

Suspension Data: Student Out-of-School Suspensions Rates continue to decrease and are consistently low. Out-of-school suspensions have decrease 52% in 2019-2020 from 2018-19. There has been a shift from out-of-school suspensions to in-school suspensions so students develop connections to supports, services and people in the school to be responsive to student needs academically and socially/emotionally as a proactive strategy to prevent future issues.

Student Support Data: Information on attendance, success in school, English language learners, social/emotional and mental health is assessed to provide better support.

Critical Response Data: Data used by schools and division to inform hypothesis, provide interventions and/or next steps to support students.

Results Analysis: Advancing system-wide learning supports.

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 their mental health, wellness and well-being.

Evidence of Impact

Safe and Caring

- Increase in overall percentage of teachers, parents and students in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is evidence of strength in strategies regarding sense of belonging and school culture.
- 89.5 % of parents indicate that students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly.

- Increase in percentage of students indicating that they are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly.
- 96.4% of teachers indicate that students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly.
- Student's perception of a safe and caring environment is consistent and positive as indicated in 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 value of extra-curricular is strong Gr. 7-12 as indicated in SOS-Q Survey.
- FSD gathered student voice by engaging students through Students' Matters Committee in supporting a safe, caring and welcoming learning culture. Student 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. There are great initiatives students participate in and often lead around the topic of positive mental health and wellness across the School Division.
- Foothills School Division supports the Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. This model builds capacity to incorporate well-being as an essential aspect of student achievement and building healthy school communities. A commitment to actions in the four pillars of the Comprehensive School Health Approach: social and physical environment, teaching and learning, healthy school policy, partnerships and services. This supports and contributes to healthy, productive members of society.

Program Access:

- Increase in percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. This is evidence of structures, systems and strategies FSD employees to support students and families, as well as, a strong continuum of supports that is visible and accessible to students, staff and parents.
- Significant increase and above provincial average for parent satisfaction with accessibility, effectiveness and efficiency of programs and services for student in the community which is evidence of parents as partners and strong community partnerships in FSD.
- 80.9% of students indicate satisfaction with accessibility, effectiveness and efficiency of programs and services which is significantly above provincial average indicates impact of FSD strategies on students accessing continuum of supports.
- FSD Learning Links for staff, students and parents is an important resource for Learning Supports (Safe & Caring, Continuum of Supports and Mental Health, Wellness and Well-being).

Students at Risk:

- Above provincial average in percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. This is evidence of FSD structures, systems and strategies that support the mental health, wellness and well-being of students.
- Increase in percentage of parents in agreement that programs for children at risk are easy to access and timely which speaks to the strength of FSD supports.

- Similar to provincial average for students and teachers in agreement that programs for children at risk are easy to access and timely. This is evidence of the success FSD has in collaborating and problem-solving around specialized supports for students with complex needs through School Linked Teams.
- Student's ability to cope and adapt in face of challenge is a strength in grades 7 -9 and area 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 SOS-Q survey.
- Foothills School Division is engaging in a pilot with Canadian Mental Health Association (CMHA).
- Foothills School Division was awarded a Mental Health Capacity Building grant to support mental health, wellness and well-being of Learners in our school community. Community events, connection with partners and summer programming and supports are being provided by the team. The lead schools that Minds Matter are providing leadership continue to build capacity and share learning with schools across the Division.

Moving Forward

- Continue to improve structures, systems and strategies to support safe, caring and welcoming learning environments.
- Continue to improve structures, systems and strategies to provide a comprehensive continuum of supports. FSD will focus on the foundation of a strong continuum of supports and services, that include common benchmarks and diagnostic assessments and services, through the development and continual refinement of collaborative structures and systems at a universal, targeted and individualized level.
- Continue to improve structures, systems and strategies to support mental health, wellness and well-being that address areas for improvement as indicated in the SOS-Q Survey including self-confidence and internal resilience. Anxiety continues to be a concern Gr. 7-12 as indicated in SOS-Q Survey.
- FSD will continue to developed capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behaviour supports, mentorship and social-emotional competencies.
- Continued to strengthen partnerships and collaboration to support students 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, Inter-agency Collaborative Action (I-CAT), Children Wellness Network. FSD has a continued focus of engaging our partners in enriching and extending our continuum of support and services. FSD will continue to examine ways to facilitate equitable access to supports and services with its community partners.
- Continue with initiatives students engage in and lead around the topic of positive mental health and wellness in their individual schools and across the Division through the Students Matter Committee.
- Continue to improve structures, systems and strategies in addressing student's perception of usefulness and relevance of school in Gr.7-12. The SOS-Q Survey indicates this is an area for improvement. For this reason, FSD will continue to focus on the utilization of My

Blueprint; focus on competency development; provide variety in programs and learning experiences; design concept-based learning that transfers into life and will implement the FSD Innovation and Design Framework that aligns maker-centered learning, CTF and CTS.

• FSD Staff Advisory Committee will continue to focus on the mental health, wellness and well-being of staff through school/facility Leads.

FSD Links for Assurance

For Further Information Follow Links to Comprehensive School Health FSD Parent Learning Link FSD Staff Learning Link FSD Student Learning Link FSD 2020-23 Education Plan

Success for each learner

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

Student Growth and Achievement

FSD Goals:

Advance system-wide innovation, creativity and competency development.

Advance system-wide literacy and numeracy.

Advance system-wide First Nations, Métis and Inuit student success.

Outcome: Students are Successful.

Strategic Plans:

Innovation, Creativity and Competency Development.

Literacy and Numeracy.

First Nations, Métis and Student Success.

Assurance: Trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

						Provir	ncial Evidence							
					2019-	2020 Res	ults: Program of	Studies						
Performance			Results			Target		Evaluation			Targets			
Measure														
Program of	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023		
Studies	85.1	84.9	85.9	84.5	85.1	85.0	Very High	Maintained	Excellent	85.0	85.5	86.0		
Percentage of teac	hers, pare	nts and stu	dents satis	fied with t	he opport	unity for st	udents to receive a b	road program of stud	lies including fine	arts, career,	technology,	and		
health and physica	l educatio	n. Indicator	s: Satisfied	l or dissatis	fied with o	opportunitie	s to learn the followi	ng topics at school: Ai	nother Language,	Art, Compute	ers, Drama, H	lealth,		
Music, PE, Variety c	of subjects.													

Performance			Results			Target		Evaluation			Targe	ts
Measure												
Drop-out	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Rate	1.7	0.8	0.7	1.3	n/a	n/a	n/a	n/a	n/a	1.0	0.9	0.85
	system th	ne followi	ng school					ropped out if: There renticeship program				
					2019	-2020 Hi	gh School Comp	oletion				
Performance			Results			Target	- ·	Evaluation			Targ	ets
Measure												-
High School	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Completion	83.1	84.7	89.6	89.8	n/a	n/a	Very High	Improved	Excellent	90.0	90.5	91.0
Rates (3 yrs)								Significantly				
Indicators: Te	achers a	at schoo	ol are av	vailable	to help	students	s: Students can e	easily access pro	grams and	service	es to get	holp with
							, students can a	cashy access pro	0			neip witi
school work; S	Students	s can ge	et help a	at schoo	ol with p	problems	not related to s	school work	-		_	-
school work; S High School Comp adjusted for attrit Knowledge and El post-secondary in	Students pletion Ra ion ² . High mployabili stitution;	<mark>s can ge</mark> te (AB ED school co ity course registerin	et help a) is the po- pompletion s and the g in an Al	at schoo ercentage is defined certificate berta app	of with p of studer d as: receive requirer prenticesh	oroblems nts in the G iving an Alb nents) or hi ip program	not related to s rade 10 Cohort ¹ who perta high school dip igh school equivalen		h school by th igh school acl post-secondai	e end of t nievemen ry level pr	their third t (complet	year, ion of an Alberta
school work; S High School Comp adjusted for attrit Knowledge and El	Students pletion Ra ion ² . High mployabili stitution;	<mark>s can ge</mark> te (AB ED school co ity course registerin	et help a) is the po- pompletion s and the g in an Al	at schoo ercentage is defined certificate berta app	of with p of studer d as: receive requirer prenticesh	oroblems nts in the G iving an Alb nents) or hi ip program	not related to s rade 10 Cohort ¹ who perta high school dip igh school equivalen	chool work have completed hig loma, certificate of h cy (GED); entering a	h school by th igh school acl post-secondai	e end of t nievemen ry level pr	their third t (complet	year, ion of an Alberta
school work; S High School Comp adjusted for attrit Knowledge and El post-secondary in	Students pletion Ra ion ² . High mployabili stitution;	<mark>s can ge</mark> te (AB ED school co ity course registerin	et help a) is the po- pompletion s and the g in an Al	at schoo ercentage is defined certificate berta app	of with p of studer d as: recent e requirer or enticesh tion cours	oroblems nts in the G iving an Alb nents) or hi ip program ses.	not related to s rade 10 Cohort ¹ who perta high school dip igh school equivalen	chool work have completed hig loma, certificate of h cy (GED); entering a a minimum of five g	h school by th igh school acl post-secondai	e end of t nievemen ry level pr	their third t (complet	year, ion of an Alberta
school work; S High School Comp adjusted for attrit Knowledge and El post-secondary in	Students pletion Ra ion ² . High mployabili stitution;	s Can ge te (AB ED school co ity course registerin hree othe	et help a) is the po- pompletion s and the g in an Al	at schoo ercentage is defined certificato berta app examinat	of with p of studer d as: recent e requirer or enticesh tion cours	oroblems nts in the G iving an Alb nents) or hi ip program ses.	not related to s rade 10 Cohort ¹ who perta high school dip. igh school equivalent ; or earning credit in	chool work have completed hig loma, certificate of h cy (GED); entering a a minimum of five g	h school by th igh school acl post-secondai	e end of t nievemen ry level pr	heir third t (complet ogram at ling a Lan <u>c</u>	year, ion of an Alberta
school work; S High School Comp adjusted for attrit Knowledge and El post-secondary in diploma exam cou	Students pletion Ra ion ² . High mployabili stitution;	s Can ge te (AB ED school co ity course registerin hree othe	et help a b) is the po pompletion s and the g in an Al r diploma	at schoo ercentage is defined certificato berta app examinat	of with p of studer d as: recent e requirer or enticesh tion cours	oroblems ints in the G iving an Alb nents) or hi ip program ses.	not related to s rade 10 Cohort ¹ who perta high school dip. igh school equivalent ; or earning credit in	chool work have completed hig loma, certificate of h cy (GED); entering a a minimum of five g tion	h school by th igh school acl post-secondai	e end of t nievemen ry level pr	heir third t (complet ogram at ling a Lan <u>c</u>	year, ion of an Alberta guage Arts
school work; S High School Comp adjusted for attrit Knowledge and En post-secondary in diploma exam cou	Students pletion Ra ion ² . High mployabili stitution;	s Can ge te (AB ED school co ity course registerin hree othe	et help a b) is the po pompletion s and the g in an Al r diploma	at schoo ercentage is defined certificato berta app examinat	of with p of studer d as: recent e requirer or enticesh tion cours	oroblems ints in the G iving an Alb nents) or hi ip program ses.	not related to s rade 10 Cohort ¹ who perta high school dip. igh school equivalent ; or earning credit in	chool work have completed hig loma, certificate of h cy (GED); entering a a minimum of five g tion	h school by th igh school acl post-secondai	e end of t hievemen y level pr es, incluc	heir third t (complet ogram at ling a Lan <u>c</u> Tar	year, ion of an Alberta guage Arts gets
school work; S High School Comp adjusted for attrit Knowledge and El post-secondary in diploma exam cou Performance Measure	Students oletion Ra ion ² . High mployabili stitution; urse and ti	s can ge te (AB EL school co ty course registerin hree othe	et help a p) is the po- pompletion s and the g in an Al r diploma Results	at schoc ercentage is defined certificate berta app examinat	of studer of studer d as: receive requirer renticesh tion cours 20	oroblems nts in the G iving an Alb nents) or hi ip program ses. 19-2020 Target	not related to s rade 10 Cohort ¹ who eerta high school dip. gh school equivalent ; or earning credit in Exam Participa	chool work have completed hig loma, certificate of h cy (GED); entering a a minimum of five g tion Evaluation	h school by th igh school acl post-secondar rade 12 cours	e end of t nievemen y level pr es, incluc 20	their third t (complet ogram at ling a Lang Tar Tar	year, ion of an Alberta guage Arts gets 22 2023

					20	19-2020	Rutherford Sch	olarship						
Performance	erformance Results Target Evaluation Targets													
Measure														
Rutherford	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023		
Scholarship	holarship 70.7 71.0 73.8 72.0 n/a n/a High Improved Good 72.5 73.0 73.5													
Duthouford Cabala	wahim Elia	ihilit. Da		licthon	recentare	of Alborta	arado 12 studonto u	he have mot the alia	ibility oritori	a for a D	thorford	Scholarship based on		

Rutherford Scholarship Eligibility Rate (AB ED) is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

						2019-20	20 Transition R	ates				
Performance			Results			Target		Evaluation			Targe	ets
Measure												
Transition	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Rates	49.9	53.9	57.0	53.5	n/a	n/a	Intermediate	Maintained	Acceptable	54.0	54.5	55.0
Deat Constant		D /C										

Post-Secondary Transition Rate (6-year) (AB ED) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

						2019-20	20 Work Prepa	ration				
Performance			Results			Target		Evaluation			Та	argets
Measure												
Work	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Preparation	80.8	79.3	81.7	81.7	82.3	82.5	High	Maintained	Good	82.5	83.0	83.5
Percentage of tea	chers and	d parents	who agre	e that st	udents ar	e taught at	titudes and behavio	ours that will make t	hem success	ful at wo	rk when t	they finish school.
Indicators: Studen	its are tau	ight attitu	ides and I	pehaviour	s to be su	accessful at	work when they lea	ve school.				

						2019	9-2020 Citizensł	nip				
Performance			Results			Target		Evaluation			Tar	rgets
Measure												
Citizenship	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
	83.1	83.5	38.9	83.4	83.4	84.4	Very High	Maintained	Excellent	84.8	84.5	85.0
Percentage of tea	chers, pa	rents and	l students	who are	satisfied	that stude	nts model the chara	cteristics of active c	itizenship.			
Indicators: Studen	ts follow	the rules	at school	; Students	s at schoo	l help each	other; Students res	pect each other; Stu	dents are enco	uraged at	school to	be involved in

activities that help the community; Students are encouraged at school to try their best.



January 2020 Di	ploma Results	FS	SD	Province			
Courses	Participation	Acceptable	Excellence	Acceptable	Excellence		
Biology 30	84	97.6	42.9	96.6	41.4		
Chemistry 30	62	98.4	45.2	96.8	45		
ELA 30-1	124	100	18.5	98.5	22.7		
ELA 30-2	98	100	9.2	96.6	10.2		
FLA 30-1	2	100	50	99.8	39.3		
Math 30-1	140	93.6	30.7	94.6	42.9		
Math 30-2	107	94.4	14	93.8	22		
Physics 30	31	90.3	16.1	96.5	52.6		
Science 30	65	90.8	13.8	96.8	32		
Social 30-1 (Eng)	131	100	32.1	99	31		
Social 30-1 (Fr)	21	95.2	9.5	99	31		
Social 30-2 (Eng)	113	100	11.5	95.3	14		

	Provincia	al Exams 2019		
Grade 6 PAT	Acce	ptable	Exce	ellence
	FSD	Province	FSD	Province
ELA	93.1	91.9	19.6	19.6
Math	84.1	79.4	14	16.4
Science	90.2	85.9	34.3	32.4
Social Studies	90.8	84.5	25.9	27.9
Grade 9 PAT				•
ELA	86.2	84.9	12.9	16.7
Math	58.1	66.5	12.3	20.8
Science	85.3	84.1	23.2	29.7
Social Studies	75.5	76.9	17.3	23.1
Diplomas				
ELA 30-1	88	86.8	8.4	12.3
ELA 30-2	89.6	87.1	9.3	12.1
FLA 30-1				
Social Studies 30-1	92	86.6	12	17
Social Studies 30-2	81.2	77.8	9.4	12.2
Math 30-1	80.9	77.8	34.4	35.1
Math 30-2	85.9	76.5	16.8	16.8
Science 30	88.6	85.7	30.2	31.2
Biology 30	89.1	83.9	28	35.5
Chemistry 30	84.8	85.7	33.8	42.5
Physics 30	86.6	87.5	29.9	43.5
French				
FLA 6	78.4	89.7	5.9	16.1
Math 6	64.7	84.4	5.9	18.4
Science 6	68.6	81.9	11.8	22.6
Social Studies 6	71.2	79.1	11.5	17
FLA 9	91.9	85.6	5.4	12.8
Math 9	83.8	80.8	22.2	28.8
Science 9	91.7	88.9	22.2	28.2
Social Studies 9	83.8	79.2	10.8	23.2
FLA 30-1	91.7	91.5	8.3	10.1
Études Sociales 30-1	100	99.1	25.8	29.7
Études Sociales 30-2	100	95.3	40	13.4

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled. PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests. PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable /

Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing. Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam. Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Accountability Pillar Overall Summary 3-Year Plan - May 2020



Authority: 1180 The Foothills School Division (FNMI)

		Foothills	School Divis	ion (FNMI)		Alberta (FNM	I)		Measure Evaluation	
Measure Category	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Drop Out Rate	0.7	4.7	3.2	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	78.9	93.3	70.0	55.8	56.6	54.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.2	57.6	61.8	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	8.8	7.0	8.6	7.4	6.6	6.5	Very Low	Maintained	Concern
	Diploma: Acceptable	87.0	73.1	77.3	77.2	77.1	76.7	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	7.4	13.5	7.9	11.4	11.0	10.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	36.8	46.7	28.5	24.4	24.6	23.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	70.6	57.9	53.9	39.1	37.1	35.7	High	n/a	n/a
	Transition Rate (6 yr)	39.2	55.2	39.0	35.0	34.2	33.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

2019 First Nations, Métis and Inuit Student Outcomes

- Significant increase in high school completion & above Provincial average. ٠
- Significant increase in Diploma Acceptable & Significantly above Provincial average. ٠
- **Significant increase** in Diploma participation rate & Significantly above Provincial average. ٠
- **Significantly above** Provincial average at PAT Acceptable level. ٠
- Increase in PAT Excellence and above Provincial Average. ٠
- Significant increase in transition rate & Significantly above Provincial average. ٠
- **Dropout rate is lower** than Provincial Average. ٠
- Area for growth is to increase levels of Acceptable & Excellence on PAT & Diplomas. ٠

Other Provincial Indicators Considered: Education Quality; Student Learning Outcomes: PAT Results (Acceptable Standard and Standard of Excellence); Student Learning Outcomes: Diploma Exam Results (Acceptable Standard and Standard of Excellence); Life-long learning.



Competency Development for Successful Learners

Competencies for Personal Growth & Well Being

Competencies are knowledge, skills, and attitudes needed to be successful in school, life, and work. The following indicators are outlined by Alberta Education and give you an overall snapshot of the development of your child's personal growth and well being that results in an indegendent, confident, and responsible citizen.

		Not Yet /	Sometimes / Cor	nsistently
Concept	Indicators	Report 1	Report 2	Report 3
I am a Lifelong Learner who Personal Growth & Well Being	Sets geals, follows through, and reflects on learning Plans and manages learning time, space, and materials Takes responsibility for behaviour and choices Is resilient, floxible, and optimistic Focuses on strengths, while improving the areas needed to achieve personal excellence	Consistently	Sometimes	Not Yet
I am a Communicator who Communication	Demonstrates respect, empathy, and responsibility when communicating with others Considers audience, context, and intended message to communicate effectively in a variety of situations Uses both varial and non-webait communication effectively to send and receive ideas or information			
l am a Collaborator who Collaboration	Respects and supports others in group settings (<i>IA GO S</i> [*]) Shares responsibilities, works towards common goals, and contributes patiently by the group molecular the group the gro			
l am a Global Citizen who Global Citizenship	Makes choices and advocates for well-being of self and others in various contexts including digital spaces, community, school, and world Advorweides and respects diversity and different perspectives Has the mindset, "I can make a difference"			
I am an Innovative Problem Solver who Problem Solving Innovation Critical Thinking	Volkase lonsely, fairness, and open-microsoftees Analystes altabilities, chickle problems into smaller parts, and creates a plan of acion Takes initiative and perseverse when taking action Takes initiative and perseverse when taking action Takes initiative reflects or possible options and short some persevence Takes initiative and activative problem-solving approaches to improve relationships			

Reading Readiness Screening Tool: Grade 1

Flexible Learning in Foothills: Hub Programming

Grades 10-12

996 Total Course registrations

- 782 Hub@Home
- 24 CCS Hub
- 73 FCHS Hub
- 51 HHS Hub
- 36 OHS Hub
- 172 With Inc. Ed Codes



- 8.5 Teachers distributed amongst the 3 High Schools
- 1 LC Shared with 1-9
- Each school administers their own Hub staff, coordinated by the Dir. Lrn 7-12.



Hub@Home, The Hub and Classroom Supports





438 Students 51 ELL 93 with ILPs 2 Admin shared with DMG 10 Teachers 1 Learning Coach (1-12) 1 EA



	2019-2020	Literacy Results	Summary							
GRADE Assessment	% of students at or above grade level									
Grade	Listening	Vocabulary	Comprehension	Total						
1	68.6	95.2	76.1	89.4						
2	58.7	71.0	69.5	72.6						
3	63.0	66.6	68.9	66.2						
4	57.8	80.9	78.3	79.1						
5	63.1	71.6	72.6	76.4						
6	71.9	75.3	71.5	73.0						
7	55.8	74.0	68.0	73.4						
8	75.3	78.3	75.8	79.3						
9	83.9	77.4	73.0	77.6						











Patterns and

Relations

■7 ■8 ■9

Number

Shape and

Space

30.0% 20.0% 10.0% 0.0%



	20	019-2020 MIPI Re	sults Summary		
	% of studen	ts who score 50%	or more on eac	ch subtest	
Performance	Number	Patterns &	Shape and	Statistics and	Total
Measures		Relations	Space	Probability	
Grade 2	90.1	95.7	95.2	n/a	93.7
Grade 3	81.2	84.0	70.5	91.0	81.7
Grade 4	76.5	85.0	94.5	97.3	88.3
Grade 5	82.4	89.5	84.6	84.0	85.1
Grade 6	76.5	91.4	81.5	92.4	85.5
Grade 7	74.4	62.9	82.4	84.4	76.0
Grade 8	54.3	60.0	47.1	58.1	54.9
Grade 9	67.6	72.7	42.6	70.0	63.2
Grade 10	63.5	59.7	30.3	n/a	51.2
Total	74.1	77.9	80.4	82.5	75.5

Performance	Number	Patterns &	Shape and	Statist
Measures		Relations	Space	Proba
Grade 2	90.1	95.7	95.2	n,
Grade 3	81.2	84.0	70.5	91
Grade 4	76.5	85.0	94.5	97
Grade 5	82.4	89.5	84.6	84
Grade 6	76.5	91.4	81.5	92
Grade 7	74.4	62.9	82.4	84
Grade 8	54.3	60.0	47.1	58
Grade 9	67.6	72.7	42.6	70
Grade 10	63.5	59.7	30.3	n,
Total	74.1	77.9	80.4	82

	Project Description:		
ndigenous Student upport Initiative roject Leads: arald Lavallie & Charity Tegler chool: Oilfields School rant Recommendation: \$ 30 000 15 000 Year J \$ 15 000 Year 2) ction Research: we can we better support Indigenous idents at Oilfields High School to mtinually improve school attendance, ures completion and graduation tes, and to empower Indigenous idents for success in life?	<text><text><list-item><list-item><list-item><text></text></list-item></list-item></list-item></text></text>		
	des Foress canadiennes (PEARC)	learning around Foundational knowledge	ective teaching approaches and resources that car
		Understandings: Teachers will understand	Essential Questions:
		-For reconciliation to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to	How do we acknowledge intergenerational trauma in schools to support student and teacher wellness?
5. Ongoing collabora	tion with Chief Jacob Bearspaw School/FSD Collaborative Project	atonement for the causes, and action to change behaviour. -The essence of truth and reconciliation is understanding the stories, perspectives, and	How can we embed Indigenous world views into our teaching of curriculum?
STRATEGIC PLAN: WATERSH	ED PARTNERSHIP PROJECT WITH CHIEF JACOB BEARSPAW	the heart of indigenous people. -Ways of knowing and perspectives of First Nations, Metis and Inuit support safe, caring	How do we use strength based initiatives a advance the reconciliation process?
	awareness, atonement, acknowledgement, and action between our the spirit of Truth and Reconciliation with a focus on environmental stewardship.	learning cultures. - Ways in which intergenerational trauma resulting from residential schools and loss of	What barriers stand in our way? What strategies can be used to overcome thos barriers?
	ding relationships with Foothills School Division and Chief Jacob	family, culture, land, and language can affect First Nations, Metis, and Inuit people (students, families, and communities).	How do we design learning that reflects Firs
Bearspaw Schoo	ol through measuring water quality data on the Highwood River to ess the impact of logging on the Eastern Alpine slopes.	- Common myths and misconceptions around intergenerational trauma.	Nations, Metis, and Inuit world views alongsi European world views in order to enhance

IN THE HEART OF THE R

LEARN ACHIEVE

Results Analysis: Advancing student growth and achievement

2019 FSD Student Learning Achievement Highlights for Provincial Achievement Tests and Diplomas

English Language Arts:

- Consistently **above** Provincial Average at Acceptable for Grade 6 ELA PAT.
- Increase in percentage of students achieving at a level of Excellence for Grade 6 ELA PAT.
- Consistently **above/on par** with Provincial Average at Excellence for Grade 6 ELA PAT.
- Consistently **above** Provincial Average at Acceptable for Grade 9 ELA PAT.
- Maintained level of Acceptable for Grade 9 ELA PAT.
- Consistently above Provincial Average at Acceptable for English 30-1 Diploma.
- Consistently above Provincial Average at Acceptable for English 30-2 Diploma.

Math:

- Consistently and strongly above Provincial Average at Acceptable for Grade 6 Math PAT.
- Increase in percentage of students achieving at a level of Acceptable for Grade 6 Math PAT.
- Significant gains in percentage of students achieving at a level of Excellence for Grade 6 Math PAT.
- Maintained level of Excellence for Grade 9 Math PAT.
- Significant gains in percentage of students achieving at a level of Acceptable for Math 30-1.
- Above Provincial Average at the level of Acceptable for Math 30-1.
- Increase in percentage of students achieving at a level of Excellence for Math 30-1.
- At par with the Province in achieving level of Excellence for Math 30-1.
- Significant decrease in percentage of students achieving below for Math 30-1.
- **Significantly Above** Provincial Average at the level of Acceptable for Math 30-2.
- **Consistently Above** Provincial Average at level of Acceptable for Math 30-2.
- Increase in percentage of students achieving at a level of Excellence for Math 30-2.
- At par with the Province in achieving level of Excellence for Math 30-2.
- Significantly below Provincial Average in percentage of students achieving below for Math 30-2.

Social Studies:

- Consistently **above** Provincial Average at Acceptable for Grade 6 Social Studies PAT.
- Increase in percentage of students achieving at a level of Acceptable for Grade 6 Social Studies PAT.
- **Maintained** percentage of students achieving at a level of Excellence for Grade 6 Social Studies PAT.
- Significant decrease in percentage of students achieving below for Grade 6 Social Studies PAT.
- At Par with Provincial Average at level of Acceptable for Grade 9 Social Studies PAT.

- Significant Increase in percentage of students achieving at a level of Acceptable for Social Studies 30-1.
- Consistently above Provincial Average at Acceptable for Social Studies 30-1.
- Increase in percentage of students achieving at a level of Excellence for Social Studies 30-1.
- **Significant decrease** in percentage of students achieving below for Social Studies 30-1.
- Consistently **above** Provincial Average at Acceptable for Social Studies 30-2.

Science:

- Consistently and significantly **above** Provincial Average at Acceptable for Grade 6 Science PAT.
- **Maintained** high level of Acceptable for Grade 6 Science PAT.
- Increase in percentage of students achieving at a level of Excellence for Grade 6 Science PAT.
- Above Provincial Average at level of Excellence for Grade 6 Science PAT.
- Consistently **above** Provincial Average at Acceptable for Grade 9 Science PAT.
- Maintained high level of Acceptable Grade 9 Science PAT.
- Continued Increase in percentage of students achieving at a level of Excellence Grade 9 Science PAT.
- Significantly Above Provincial Average at the level of Acceptable for Biology 30.
- Maintained level of Acceptable for Biology 30.
- Increase in percentage of students achieving at a level of Acceptable for Chemistry 30.
- Increase in percentage of students achieving at a level of Excellence for Chemistry 30.
- At par with the Province in achieving level of Acceptable for Chemistry 30.
- Significant gains in percentage of students achieving at a level of Acceptable for Physics 30.
- At par with Provincial Average at the level of Acceptable for Physics 30.
- Increase in percentage of students achieving at a level of Excellence for Physics 30.
- Significant decrease in percentage of students achieving below for Physics 30.
- Significant gains in percentage of students achieving at a level of Excellence for Science 30.
- At par with the Province in achieving level of Excellence for Science 30.
- Increase in percentage of students achieving at a level of Acceptable for Science 30.
- Above Provincial Average at the level of Acceptable for Science 30.

French:

- Increase in FLA Grade 6 PAT level of Acceptable.
- High level and consistent improvement in FLA Grade 9 PAT Acceptable.
- Significantly Above Provincial average in level of Acceptable in FLA Grade 9 PAT.
- **High level** and consistent improvement in FLA 30-1 Diploma Acceptable.
- **Above** Provincial Average in level of Acceptable for FLA 30-1 Diploma.
- **High levels** of achievement maintained in Math Grade 9 PAT at Acceptable.
- **Above** Provincial Average at Acceptable in Math Grade 9 PAT.

- High levels of achievement maintained in Math Grade 9 PAT at Excellence.
- **High level** of achievement maintained in Science Grade 9 PAT at Acceptable.
- Above Provincial Average at Acceptable in Science Grade 9 PAT.
- Increase in level of Excellence in Science Grade 9 PAT.
- Level of Acceptable in Social Studies Grade 6 PAT is maintained.
- Significant increase in level of Excellence in Social Studies Grade 6 PAT.
- Above Provincial Average at Acceptable for Social Studies Grade 9 PAT.
- 100% students achieved Acceptable on Social Studies 30-1 and Social Studies 30-2 Diplomas, which is **above** the Provincial average.
- Significantly above Provincial average in Excellence on Social Studies 30-2 Diploma.

Evidence of Impact

- FSD maintained a level of **excellent** in 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 **excellent** 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 partnership and positive connections.
- 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.
- Diploma exam participation and transition rates have maintained at an acceptable level and will continue to improve in FSD with the implementation of our Innovation and Design Framework which aligns and enhances maker-centered learning, CTF and CTS programming. FSD Innovation and Design Framework includes: Purpose, Principles and Best Practices for engagement and success for each learner (Programming and Pedagogy); Structure; Assessment; Progressions, Community Partnerships; and Implementation Resources for maker-centered learning for grades K 4, Career and Technology Foundations grades 5 9 and Career and Technology Studies grades 10 12.
- Citizenship continues to be an area that FSD excels, with a focus on competency development for successful learners including critical thinking; problem solving; managing information; communication; collaboration; cultural and global citizenship; personal growth and wellbeing; creativity and innovation. The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship is consistently very high and at a level of **excellent**. Teachers design learning for transfer through competency development and report out progress on successful learner competencies on student learner profiles.
- FSD continues to build and support understanding of learning competencies and their relationship to concept-focused learning and learning for transfer.

- Literacy Assessment (GRADE) identifies vocabulary as an area of strength, comprehension as having consistent achievement and listening as an area for improvement (Gr. 2-9) which is evidence of structures, systems and strategies that strengthen literacy in FSD.
- Grades that demonstrate higher levels of being at or above grade level in literacy include Grades 1, 4, 5, 7, 8 and 9 (76.4 89.4%).
- Strengths in literacy in each grade include: Gr. 1(vocabulary); Gr. 2(vocabulary); Gr. 3(comprehension); Gr. 4 (vocabulary); Gr. 5 (comprehension); Gr. 6 (vocabulary); Gr. 7(vocabulary); Gr. 8 (vocabulary); Gr. 9 (listening). Vocabulary tends to be consistent year after year, listening and comprehension generally improves as student's progress through the grades.
- Grades that demonstrate higher levels of being at or above grade level in mathematical understanding include Grades 2-7 (76.0-93.7%). Evidence indicates an area for growth and improvement would be in Grades 8-10.
- Strengths in mathematical understanding are evidence of structures, systems and strategies utilized in FSD. Particular strengths in each grade include: Gr. 2 (patterns & relations, shape & space, number); Gr. 3 (statistics & probability, patterns & relations, number); Gr. 4 (statistics & probability, shape & space, patterns & relations); Gr. 5 (patterns & relations, shape & space, statistics & probability, number); Gr. 6 (statistics & probability, patterns & relations, shape & space); Gr. 7 (statistics & probability, shape & space); Gr. 8 (patterns & relations); Gr. 9 (patterns & relations); Gr. 10 (number). Significant strength in most areas in mathematical understanding Grades 2-7, challenges in most areas Grades 8-10. More attention needed in design, instruction, assessment and interventions for Gr. 8-10 in math.
- FSD emphasizes strong literacy and numeracy skill development through high-quality design, instruction and assessment practices and strategies. These include strong universal approaches to instruction and include a continuum of supports and interventions (Levelled Literacy Intervention and Running Records for Math) that address and close gaps in student learning and ensures student success so that there is growth and improvement in the number of students at or above grade level in both literacy and numeracy (English and French). This will increase percentage of students that have foundational skills identified in Reading Readiness Screening Tool (RRST assessment).
- FSD develops and provides resources to support and improve literacy and numeracy of students that are available through the FSD Learning Links: Staff, Students, Parents & Technology.
- FSD uses common points of evidence gathered, accessed and analyzed by staff to assess the impact of literacy and numeracy strategies on student learning. Areas of strength, areas for growth and improvement are identified and informs next steps in supporting literacy and numeracy learning.
- Consistent with Alberta Education's First Nations, Métis and Inuit Education Policy Framework, Foothills School Division demonstrates we are committed to providing high quality instructional programs and educational services for our Indigenous students. FSD increases understanding and acceptance of Indigenous cultures for all students, staff, and community through a variety of strategies evident in the FSD Education Plan.
- FSD pursues opportunities and engages in practices to facilitate reconciliation within the school community through the use of Land Acknowledgements, Circle of Courage, First Nations, Metis, and Inuit Lead Teachers and the use of cultural practices as part of celebrations and ceremonies to foster a culture of belonging and create a safe, caring, welcoming, respectful and inclusive learning environment. FSD supports school communities in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff and community. FSD enables school staff and students to build upon their knowledge and understanding

of and respect for First Nations, Métis and Inuit culture, language and history. All students and staff continue to recognize and respect cultural practices and the role, participation and expertise of Elders, Knowledge Keepers and Cultural Advisors in the school, classroom and during school activities, assemblies, events and celebrations.

- Staff and Teachers in Foothills School Division and Stoney Nakoda Education Authority are working together to design learning opportunities for students from the two divisions and create opportunities to share and experience one another's culture. The goal of this partnership project is to foster awareness, atonement, acknowledgement, and action between our communities in the spirit of Truth and Reconciliation with a focus on environmental stewardship. The planned outcome of this partnership is to build relationships between the two school divisions. Cultural traditions and teachings are shared between Foothills and Eden Valley school communities and all students attend Eden Valley reserve to engage in water quality testing and celebrate their learning. Open communication and collaborative meetings between Stoney Education Authority and Foothills School Division occurs through collaboration meetings to support student success. Participation in professional learning, cultural events, and activities such as Cultural Days, Indigenous Games, and Pow Wows occur between schools and educational authorities.
- Foothills School Division has focused resources on ensuring the development of a continuum of supports for our First Nations, Métis and Inuit students. At the universal end of the continuum, the learning is focused on ensuring Indigenous worldviews and cultures are evident and visible in each classroom in each school. At the targeted end of the continuum, individualized supports and targeted programs are in place to ensure individualized supports are in place to meet students where they are at and develop literacy, numeracy, and competency skills.
- Targeted programs, support and services are provided to Longview School and Oilfields School to support our Stoney First Nations students from Eden Valley. These targeted programs include things such as: breakfast and lunch programs; circle of courage cultural group; cultural spaces for families and students; inclusion of Indigenous community voice and direction in school/project planning; cultural learning opportunities; drop-in parent/teacher meetings; Stoney Language Learning Opportunities in partnership with Elders
- FSD Success Coach builds capacity of staff by providing sessions on designing learning that is representative of Indigenous worldviews. The Success Coach makes connections with students, teachers, and administrators from all schools to support the incorporation of foundational knowledge of First Nations, Metis, and Inuit in all grade levels across the division to improve learning. The Success Coach works with schools to provide leadership and learning opportunities to create and support allies, while fostering safe and welcoming learning environments for First Nations, Metis, and Inuit students. Our Indigenous students are engaged in learning and empowered to have success in school and beyond through the relationships established with the success coach, peers, and larger learning community. The Success Coach works closely with students, parents, families and community to facilitate engagement in school and student success.
- Learning Services has developed a resource link on the Staff Learning Link that supports all staff with tools and resources for both their learning and the infusion of Indigenous worldviews into classrooms. Learning Commons Facilitators have learned and collaborated to ensure FSD learning commons have culturally strong resources to support foundational knowledge and understanding of First Nations, Métis and Inuit perspectives and to infuse culturally relevant Indigenous literature into schools and classrooms. Foothills Interactive Media

Commons (IMC) provides educators with a vast library of resources, artifacts, books, media, etc. to enhance and support learning of foundational knowledge in the classroom, and professional development for educators.

Moving Forward

- Foothills School Division will continue to focus on developing lifelong learners who are able to transfer their knowledge, skills, and competencies into their current and future lives. Teachers will continue to create engaging learning experiences that are grounded in research and designed to develop competencies for success learners. Our Division aims to inspire learners to take steps to develop into competent and productive members of our local, national and global communities.
- FSD will continue to deepen understanding of outcomes and competencies through comprehensive, robust programs (ex. CTF/CTS) that engage learners in authentic, real-world, hands-on learning experiences that are connected and aligned. FSD will continue to implement the Innovation and Design Framework. This framework ensures systemic alignment between Maker- Centered Learning, CTF and CTS. Maker-centered Learning environments empower students to explore interests, engage in design thinking and build competencies within the context of Science, Technology, Engineering, Arts/Humanities and Mathematics (STEAM) as well as the contexts of Literacy and Numeracy.
- FSD will continue to focus on CTF/CTS and Maker Centered curriculum to expose students to opportunities and pathways for post-secondary and career options. School Counsellors will focus on career and academic advising using a variety of tools including My Blueprint and the 4th R Program to support graduation plans and transition to the world of work or post-secondary institutions. Students through Junior and Senior High School will be supported in their plans for graduation, goal setting, building healthy relationships and exploring career opportunities and post-secondary programs and options. Foothills School Division will also explore more ways to support student understanding of educational and career pathways through partnerships and opportunities with post-secondary institutions.
- FSD will continue to improve learning outcomes on Provincial Achievement Tests, Diploma Exams and local measures in literacy (GRADE & RRST) and Math (MIPI) by developing the eight forces of a thinking culture and increased application of thinking routines and learning for transfer to deepen understanding of competencies and curriculum to improve and achieve excellence in student learning and achievement.
- FSD will continue to cultivate innovation, creativity, inquiry and technological approaches to enrich and enhance learning experiences. Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- FSD will continue to foster collaboration and community partnership that support alignment and continuity between schools in designing learning and provide programming to support innovation, design, competency development, citizenship and career exploration and experiences.
- FSD will continue to harness and utilize technology to design and deliver learning in new, creative and innovative ways. Unlocking technology in transforming learning will continue to advance student growth and achievement with increased opportunities, flexibility,

possibilities, accessibility and engagement. Flexible Learning in Foothills will continue to growth and evolve through our HUB programming (The HUB, Hub@Home, Home School, Summer School).

- FSD will continue literacy and numeracy framework development and implementation, support system initiatives, build capacity of teachers and administrators and 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. Development of a concise divisional literacy and numeracy framework with literacy and numeracy progressions and excellence commitments that will identify and support best practices in literacy and numeracy instruction, assessment and intervention. Fostering collaboration between schools results in shared wiser practices and supports alignment and continuity between schools in high-yield literacy and numeracy instructional strategies and interventions.
- The Learning Services team will also be leading learning for Lead Teachers from each of the schools in a variety of areas including literacy and numeracy. The focus of the Lead Team learning will be planning for deep and transfer learning but focused on the instructional practices that support all learners to have success. The Lead Teacher sessions will be focused on developing shared leadership in our system to provide support for teachers as we consider the instructional tools that allow all learners to be successful.
- FSD continues to be committed to improving education outcomes and creating opportunities for our First Nations, Métis and Inuit students. Student success is a shared responsibility that is best supported through collaboration with students, parents, school, Elders, Knowledge Keepers and Cultural Advisors, local leaders and community. Building and nurturing relationships and connections with our First Nations communities and families leads to a shift in thinking and attitudes, increase inter-cultural understanding and appreciation of perspective and experiences that contributes to student success.
- FSD will continue with the development of a First Nations, Métis, and Inuit Success in School Toolkit to be shared with all schools in support of student attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. First Nations, Métis and Inuit students will be recognized and celebrated at graduation ceremonies at all Foothills School Division High Schools with a blanket ceremony led by an Elder.

FSD Links for Assurance

For Further Information Follow Links to FSD Literacy Supports FSD Numeracy Supports FSD Learning Technologies Link FSD Innovation & Design Framework FSD Flexible Learning FSD First Nations, Métis and Inuit Resources Link FSD 2020-23 Education Plan

		Ensure	e and ma				r each learn ence in teaching	er g, learning and le	eadership.			
					Те	aching a	and Leading					
	Adv					ity desig		n and assessm eading and lea		25.		
		Ou	tcomes:	Excellen	it teache	rs, schoo	I leaders and scl	hool authority le	aders.			
Assurance	Measure	: Trust a	nd confic	Exce	ellence ir	ers and le	truction and ass g, leading and le aders grow in th is learning. I Evidence		practice to e	nsure opt	imum ar	nd
					2019-202	20 Results	Education Qua	lity				
Performance Measure			Results			Target		Evaluation			Targets	
Education	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Quality	89.2	90.4	90.2	91.1	90.9	91.5	Very High	Maintained	Excellent	91.5	92.0	92.5
				work chal	lenging; Stu	idents find v		: Satisfaction with qua lents learn what they hing		received; St	udents und	erstand
Performance Measure			Results			and attit	udes necessary for li	arent satisfaction that felong learning. Indic s necessary for learni	ators: High schoo	ol students d	emonstrate	e the
Life-Long Learning	2016	2017	2018	2019	2020		-	udes necessary for learning the second se				e laugiil



	FSD Professional Lear	ning Community Survey							
% of teachers that ind	icate the school has star	ted/consistently doing/de	eply embedded these						
practices in at least 50% of survey questions.									
	2017	2018	2019						
Shared Mission,	91.6	96.2	98.3						
Vision, Values									
Collaborative Culture	91.9	97.1	97.3						
Collective Inquiry &	89.8	93.4	95.4						
Reflective Practice									
Commitment to	91.6	93.2	95.6						
Continuous									
Improvement									
Results & Action	84.3	90.0	93.7						
Oriented									

FSD Student Intellectual Engagement Survey





2019-2020 FSD Intellectual Eng	gagemen	t Stude	ent Su	rvey
Overall % of students who agree	or strongl	y agree	in 50%	of
questions or more f	or each fa	ctor		
	П	III	IV	Total
High Expectations	96.9	95.6	94.9	95.8
Relevance	91.7	74.27	72.8	79.6
Rigor	95.9	91.1	89.9	92.3
Effort	94.2	88.4	89.9	90.8
ELA	57.6	40.4	28.3	42.1
Math	56.6	46.0	29.2	43.9
Science	68.4	58.2	56.7	61.1
Social	54.5	50.3	40.1	48.3

Results Analysis: Advancing system-wide excellence in teaching, learning and leading.

In the Foothills School Division, we continue to 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 for teachers to design high quality, engaging learning together. We deliberately design structures and provide opportunities for leadership collaboration across our system in order to advance system wide continuous improvement and excellence in learning. FSD believes that when teachers know their students, program outcomes, and are able to incorporate a wide range of instructional strategies, they are able to better support student learning. FSD teachers apply effective planning, instruction and assessment practices. Students are engaged in relevant, meaningful learning. Foothills School Division has prioritized creating a common dialogue for and about teaching for deep understanding and transfer learning. By organizing learning through a conceptual lens, and designing student 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.

Evidence of Impact

- 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.
- Percentage of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning continues to increase in FSD which is a result of a focus on competency development, concept-based learning and learning for transfer.
- 83% of teachers in FSD report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. This is evidence of the strength in FSD's professional learning plan and high-quality professional learning opportunities provided that are responsive to the voice of teachers in the system.
- 91% of teachers agree that professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.
- 80% of teachers agree that professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs.
- 79% of teachers agree that professional development opportunities made available through the jurisdiction have significantly contributed to their ongoing professional development.
- There is growth and improvement year after year in all areas of the FSD Professional Learning Community Survey which includes: shared vision, mission and goals; collaborative culture; collective inquiry, efficacy and reflective practice; evidence informed practice and action oriented.
- 98.3% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a shared vision, mission and goals which is evidence of focusing direction, clear priorities and aligned educational plans.
- 98.3% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a collaborative culture which is evidence of impact of structures and systems that support collaboration such as professional learning communities, communities of practice and teacher cohorts.
- 95.4% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with a collective inquiry, efficacy and reflective practice.
- 95.6% of teachers indicate that their school has started, is consistently doing or deeply embedded in professional learning and practices associated with evidence informed practice and action research focus.
- In the FSD Student Intellectual Engagement Survey (Expectations) 95.8% of students Gr. 4-12 indicate: teachers expect them to do well, encourage them to improve, expect them to work hard.
- In the FSD Student Intellectual Engagement Survey (Relevance) 79.6% of students Gr. 4-12 indicate: they apply what they have learned in school to everyday life; understand why they are learning things; want to learn because it is enjoyable; want to learn to get a good mark; what I learn is meaningful to me.

- In the FSD Student Intellectual Engagement Survey (Rigor) 92.3% of students Gr. 4-12 indicate: teachers share learning targets so students know what they are learning; they understand what is mastery and excellence in learning; asked questions that are challenging; teachers talk to students about their work so they can improve.
- In the FSD Student Intellectual Engagement Survey 90.8% (Effort) of students Gr. 4-12 indicate: they have to think hard about learning; had to learn about problem-solving in different ways in different subjects.
- The FSD Student Intellectual Engagement Survey indicates that students are more engaged in Science and Social Studies and less engaged in Math and ELA which is consistent across all Grades 4-12.
- Foothills School Division is 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. A system-wide professional learning plan outlines the through line for professional learning across the system and includes both whole system collaborative learning, as well as, cohorts and lead teacher groups. Learning Services works with outside partners to ensure the delivery of professional learning that is aligned with provincial priorities. The learning plan for the year is scaffolded to allow for both broader vision for learning conversations, as well as, focused learning that digs deeper into the nuances of teaching for excellence.
- Structures have been implemented to promote teaming, shared leadership, collaborative learning and develop collective efficacy. A "Lead Teacher" structure will support shared leadership structures in all schools through cohorts of teachers who will learn together at sessions led by Learning Services. Teachers from each school will attend collaborative sessions on professional learning days that build their capacity to support learning on their teams within the focused areas of Literacy, Numeracy, Indigenous Learning, Competencies, Safe & Caring, and French Immersion. Schools will all have shared leadership teams that include the Lead Teachers to plan for professional learning in their buildings.
- Foothills School Division is committed 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 throughout the Division, reflection and professional learning is aligned with provincial priorities and expectations. Reflective documents for Individual Growth Planning, Administrative Learning, Cohort Learning, Lead Teacher Learning and System-wide Collaborative conversations all move understanding of the TQS and LQS forward.

Moving Forward

- FSD schools will continue to focus on key goals within each of the priorities of Engagement, Support and Success to ensure high-quality teaching, learning and leadership that results in optimum student learning.
- Continue to build consistency of assessment, evaluation and reporting of student learning.
- 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.
- Professional learning opportunities will continue to nurture a culture of collective efficacy and collaborative inquiry to improve student learning. Collaborative structures and systems are necessary to support the development of a continuum of supports for improvement and growth.
- Foothills Administrators Professional Learning continues to focus on developing and strengthening leadership competencies of School and School Authority Leaders as outlined in the Leadership Quality Standards. Communities of Practice Multi-School Administrative Teams have been established to support continuous growth and improvement, student success, learning, collective efficacy, structures and systems and leadership competencies of all administrators. These teams build connections and alignment between schools and learning and sharing opportunities of practice.

FSD Links for Assurance

For Further Information Follow Links to FSD Framework for Learning FSD Continuity of Learning FSD Staff Learning Link FSD Student Learning Link FSD Professional Learning Plan Administrative Procedure 360 Assessment, Evaluation and Reporting FSD 2020-23 Education Plan

Summary of Financial Results

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

Underlying every decision in the financial planning process in Foothills School Division is looked through the lenses of our Vision and Mission Statements;

- Engagement Support and Success for each learner.
- Each learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are ... Explore them ... Develop them ... Celebrate them!

Audited Financial Statements may be viewed on the Foothills School Division website at:

- 2019/20 AFS https://www.fsd38.ab.ca/Financial%20Reports.php
- 2018/19 AFS https://www.fsd38.ab.ca//docuements/general/Signed%20AFS%20FSD.pdf
- 2017/18 AFS www.fsd38.ab.ca//documents/general/AFS%202018.pdf
- 2016/17 AFS www.fsd38.ab.ca//documents/general/2017%20Audited%Financial%Statements.pdf

A one-page summary of the 2019/20 Financial Statements can be found at: <u>https://www.fsd38.ab.ca/Financial%20Reports.php</u> Combined Statements of other Provincial School Jurisdictions can be found at: <u>https://www.alberta.ca/K-12-education-financial-statements.aspx</u>

Budget Summary

The budget Report for the Year September 1, 2020 to August 31, 2021 may be viewed on the Foothills School Division website at the following url: <u>https://www.fsd38.ab.ca//documents/general/BR%202021%20FSD.pdf</u> Budget Facts and Figures: <u>https://www.fsd38.ab.ca//documents/general/Copy%20of%20Budget%20Facts%20and%20Figures%20(5).pdf</u>

Facility and Capital Plans

The latest Capital Plan may be viewed on the Foothills School Division website at the following url: <u>https://www.fsd38.ab.ca//documents/general/Capital%20Plan%20Spring%202017%20-</u> %20Approved%20FSD%20Trustees%20Update%20Sept%202017.pdf



	Our Vision	upport and	Our C	Comm	itments	Engag			Priorities	n Division with	
OOTAILS	Engagement, Si Success for eaci		0	0 0:0 0			Engagement for each learner: Division wide engagement that is timely, meaningful and collaborative with all learners and communities.				
ur Mission ach Learner en	trusted to our co	ire has	, E		$O_{\rm o}$	Suppor	t for ea	ich le	e arner: Ens		
nd out what th	l abilities. It is ou nese areExplore themCelebrate			\bigcirc		inclusive	2	-	caring, respe	ctful, safe and	
						maintaiı learning	n Division and lead	n wid	ie excellence	in teaching,	
		-			rations: 2020 /		-				
erformance	Safe &	Program		-	Work	Citizer		ŀ	Parental	Continuous	
Measures	Caring	Studies			Preparation			-	volvement	Improvement	
	90.6%	85.1%	90.9	%	82.3%	83.4	4%		81.2%	82.8%	
Evaluation	EXCELLENT	EXCELLE	VT EXCELL	ENT	GOOD	EXCEL	LENT		GOOD	EXCELLENT	
erformance	Dropout	High Scho	ol Provin	cial	Diploma	Ruthe	rford	Т	ransition		
Measures Data Not	Rate	Completi	on Achiever Test		Exams	Schola	irship		Rates		
Available May 2020 A	EPP Division I	aval Panar	t shows no n	rouin	cial moasuros			L			
WIUY 2020 P	ERK DIVISION L	evernepur	L SHOWS HO D				d ac do	cline	nd an iccuu	o or concorn	
								cline	ed, an issue	e or concern	
Local	and Societal Co		Optimum	Learn	ing is achieve		h		ed, an issue		
Local	and Societal Co		Optimum	Learn	ing is achieve		h	Stud		and	
Local Goals	and Societal Co Advance system stakeholder en	ntext	Optimum	Learni earnir Advar to a s	ing is achieve	d throug	h	Stud A	ent Growth Achievemen Advance syst innovation, c	and t	
	Advance system	ntext	Optimum	Advar to a s learni Advar	ing is achieve ng Supports nce a system-wide afe, caring and we	approach lcoming	h !	Stud A	ent Growth Achievemen Advance syst innovation, c	and t tem-wide reativity and development tem-wide	
	Advance system	ntext	Optimum	Advar of sup Advar to a s learni Advar of sup	ing is achieved ng Supports nce a system-wide afe, caring and we ing environment nce system-wide co	approach lcoming pproach h,	h !	Stud A	ent Growth chievemen Advance syst innovation, c competency Advance syst literacy and r	and t tem-wide reativity and development tem-wide numeracy tem-wide First tis and Inuit	
	Advance system	ntext	Optimum	Advar of sup Advar to a s learni Advar of sup	ing is achieved ng Supports nce a system-wide afe, caring and we ing environment nce system-wide co poorts nce system-wide a sitive mental healt	approach lcoming pproach h,	h Goal	Stud A	ent Growth Achievemen Advance syst innovation, c competency Advance syst literacy and r Advance syst Nations, Mét	tem-wide reativity and development tem-wide numeracy tem-wide First is and Inuit ess	
	Advance system stakeholder en	ntext n-wide gagement	Optimum	Advar to a silearni Advar of sup Advar to po: welln	ing is achiever ng Supports nce a system-wide afe, caring and we ing environment nce system-wide co oports nce system-wide a sitive mental healt ess and well-being	approach lcoming pproach h,	h Goal	Stud A s	ent Growth Achievemen Advance syst innovation, c competency Advance syst literacy and r Advance syst Nations, Mét student succ	and t tem-wide reativity and development tem-wide numeracy tem-wide First is and Inuit ess ading tem-wide design, nd	
Goals	Advance system stakeholder en Governance Advance system evidence-based	ntext n-wide gagement	Optimum L Goals	Advar to a silearni Advar of sup Advar to po: welln	ing is achieved ng Supports nce a system-wide afe, caring and we ing environment nce system-wide co oports nce system-wide and sitive mental healt ess and well-being	approach kcoming pproach h,	h Goal	Stud A s	ent Growth Achievemen Advance syst innovation, c competency Advance syst literacy and r Advance syst Nations, Mét student succ hing and Lea Advance syst high-quality instruction al assessment p Advance syst	and tem-wide reativity and development tem-wide prest is and inuit ess ading tem-wide design, nd oractices	