Foothills School Division Education Plan 2019-2022

Our Vision

Engagement, Support and Success for Each Learner

Our Mission

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

Explore · Develop · Celebrate!
Foothills SCHOOL DIVISION

Our Commitments

Our Priorities

Engagement: *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.*

Our Beliefs

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

Optimum Learning is achieved through:

Engagement *for each learner*	Support *for each learner*	Success *for each learner*
◦ Learners communicate, collaborate and solve problems in advancing educational excellence	◦ Learners contribute to and feel welcomed, cared for, respected and safe ◦ Learners access a continuum of supports ◦ Learners cultivate and advance leadership and collective efficacy.	◦ Learners are literate ◦ Learners are numerate ◦ Learners develop and deepen learning outcomes and competencies for life-long learning ◦ Learners take ownership and develop efficacy in learning ◦ First Nations, Métis and Inuit learner achievement is continuously advanced ◦ Learners are meaningfully engaged

Engagement for each learner

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

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.

Alberta Education Outcome 4: The Education System is Well Governed and Managed

Goal 1: Learners communicate, collaborate, think critically and solve problems in advancing educational excellence

Strategic Plan A: Advance system-wide stakeholder engagement

Foothills School Division strongly believes in providing opportunities and encouraging participation of stakeholders to communicate, collaborate, think critically and solve problems together to advance educational excellence. We have an ongoing commitment to engage stakeholders in decision-making. It is important for stakeholders to learn about opportunities to get involved and share perspectives, possibilities and ideas. We will take steps to advance a system-wide approach for stakeholder engagement as we know listening to the voice of stakeholders, building relationships, communicating and collaborating leads to better decisions; and engages everyone more meaningfully in continuous improvement for the future of our students while promoting active citizenship. Stakeholder engagement aligns with our vision of enhancing engagement, support and success for each learner. Our vision, mission, commitments, priorities, beliefs and education plan provide a comprehensive direction to help us achieve our goals.

Actions	Performance Measures
1. School Division Governance and Management: Purposeful and appropriate stakeholder engagement helps ensure governance aligns with and is responsive to the needs and expectations of the learning community. It also recognizes that engaging stakeholders improves decisions made and provides assurance and confidence in the system. The Lead Team (Trustees and Executive Team) engage in educational learning opportunities on an ongoing basis to develop and deepen understanding of FSD educational initiatives. Being well informed and actively engaged in learning improves governance and management, decision making and communication with stakeholders. The Superintendent and Executive Team are committed to meeting the leadership quality standard to ensure the education system is well governed and managed. The Board of Trustees is committed to ensuring the education system is well-governed and managed through reflection, self-assessment and goal setting that engages stakeholders, provides direction and ensures high quality educational opportunities.	**Accountability Pillar Measures:** ◦ 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. ◦ Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. ◦ Increase in percentage of parents that indicate that they are provided the opportunity to be involved in their child's education.
2. Build Meaningful Relationships: Create opportunities for students, staff, parents and community to build meaninful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture.	
3. Communications Plan: Advance a system-wide communications plan that connects and engages stakeholders in the Foothills School Division learning community by engaging in ongoing information specific to divisional goals, outcomes and priorities through a wide-variety of communication means. Communication actions are responsive,	

visible and aligned to strategic plans and Board priorities. Enhanced public relations, promotional, marketing and communication strategies will highlight, showcase, recognize and celebrate the educational excellence of Foothills School Division.

4. Celebrate, Celebrate, Celebrate: Publicly recognize and celebrate the contributions of students, staff, parents and community in advancing educational excellence in Foothills School Division.

5. Advocacy Actions: The Board of Trustees is an advocate for public education and for Foothills School Division and meaninfully engages stakeholders and consults with school communities to identify and understand needs for educational change and improvement and develops advocacy action plans.

6. Policy and Procedures: Identify and refine policies and procedures for ensuring consistent and purposeful stakeholder engagement in decision-making and strategic planning to collectively advance educational excellence. The purpose of engagement is to ensure that all voices, viewpoints and perspectives are heard and considered when developing plans and making decisions.

7. Stakeholder Engagement Framework and Toolkit: Develop protocols of engagement to ensure consistency and excellence in engagement processes.

8. Stakeholder Principles and Promise: Develop Engagement Principles of Accountability and Assurance, Inclusivity, Transparency, Promise and Commitments and Responsiveness.

9. Leadership in Stakeholder Engagement: Develop wiser practices and build the capacity of leaders across the Division in stakeholder engagement strategies to support decision making, strategic and educational planning at all levels. Systematic structures and processes will empower leaders to purposefully use stakeholder engagement feedback to inform decision-making. Since there is a strong preference for engagement to take place at a school level, where connections and relationships are strongest, school administrators play an important role in the meaningful engagement of stakeholders. These engagement efforts may include leading engagement initiatives specific to their school or supporting system-wide engagement efforts. To allow administrators to carry out this work effectively, strong collaboration, communication and capacity building is essential.

10. Stakeholder Advisory Groups & Community Engagement Opportunities: Regular engagement opportunities and communications will allow students, staff, parents and community members to have a voice in decision-making, be fully informed, and have a deep understanding of the educational priorities and plans of the School Division. Meaningful Stakeholder Engagement includes:

◦ Increase in percentage of parents that indicate that they have taken the opportunity to be involved in their child's education.
◦ Increase in percentage of parents that indicate that they were provided the opportunity to be involved in decision making at the school.
◦ Increase in percentage of parents that indicate that they have taken the opportunity to be involved in decision making at the school.
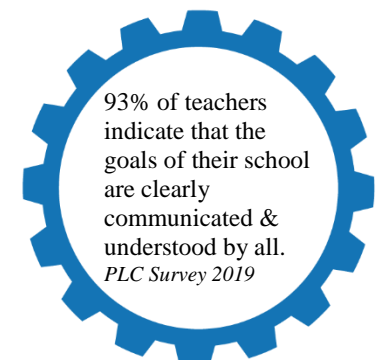
Assurance Measures:
◦ ThoughtExchange responses from stakeholder engagements.
◦ Other evidence and exemplars of stakeholder engagement where learners communicate, collaborate, think critically and solve problems in advancing educational excellence.
◦ Impact of stakeholder engagement in decision making in School Board self-assessment.
◦ Feedback gathered from educational planning stakeholder engagement.
◦ Tracking usage and feedback on Staff Learning Link and Parent Learning Sessions.

93% of teachers indicate that the goals of their school are clearly communicated & understood by all. *PLC Survey 2019*

-Commitment of Trustees in engaging students, staff, parents and community
-FAA Lead Learning Team
-Commitment of FSD staff to engage students, parents and community
-Board Meetings
-School Council Meetings
-Council of School Councils
-Teacher Advisory Council
-Student Matters Committee
-Parent and Community Engagement Events
-Stakeholder Engagement in educational planning
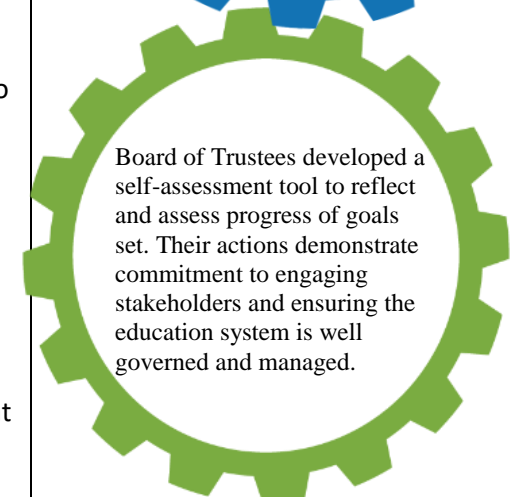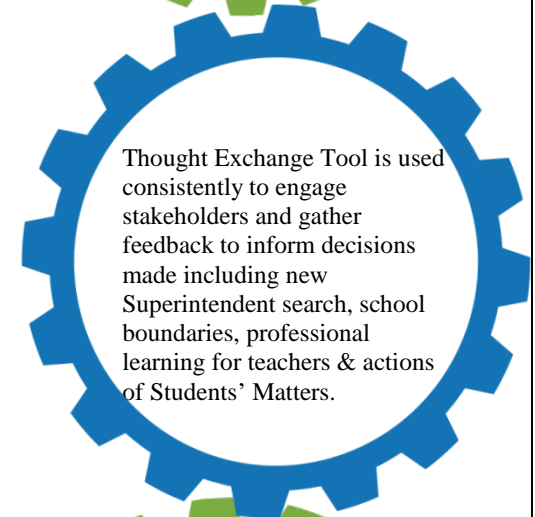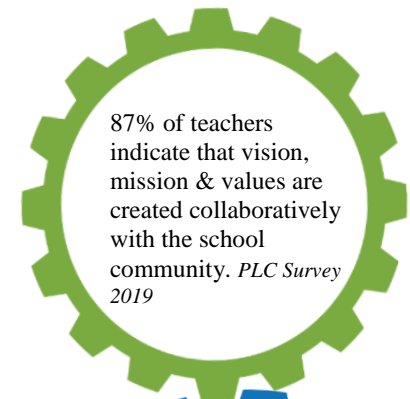-ThoughtExchange Stakeholder Engagement Process
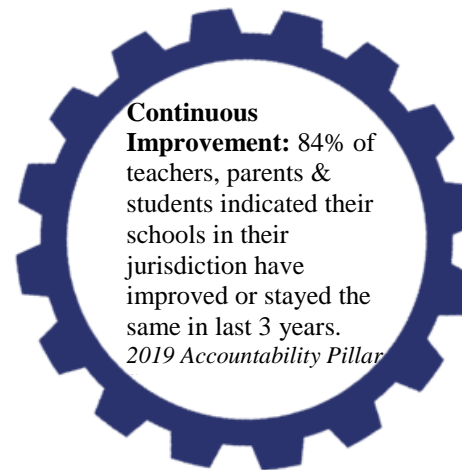
11. Amplify Student Voice: Continue to create more opportunities for students to share their perspectives, ideas and thoughts on improving learning in the classroom, at the school and across the Division. Meaningfully engaging students in advancing educational excellence develops and deepens learning competencies and curricular outcomes. It prepares students for life-long learning, the world of work and develops citizenship.

12. Parental Involvement: Build strong parental involvement in classrooms, at schools and across the Division. Parents are provided the opportunity to be involved in their child's education and educational decisions, and are encouraged and empowered to take opportunities to get involved and make a positive difference. Strong parental involvement includes parents being fully informed. Greater emphasis on clear, concise and consistent communication across all schools and the division is important. FSD will work collaboratively with schools in effectively using communication tools and enhancing communications plans to positively impact parental involvement.

13. Community Supports & Partnerships: Continue to explore and develop community supports and partnerships to enhance programs, learning opportunities and experiences for students. Structures and systems to attract greater community involvement will be created so parents, businesses, and service providers know how they could become more involved or support learning (Ex. volunteer and partnership programs and community mapping). The larger community can play a powerful role in supporting students by providing real life connections to learning. (Partnership Ex. Inclusive Education Partnership, Bow River Regional Collaborative Service Delivery Model, Foothills Children's Wellness Network)

14. Parent Learning Link and Community Learning Sessions: Resources and information on a variety of educational subjects and themes will be made available to parents and community through learning sessions and the new Parent Learning Link on the FSD website.

Continuous Improvement: 84% of teachers, parents & students indicated their schools in their jurisdiction have improved or stayed the same in last 3 years. *2019 Accountability Pillar*

87% of teachers indicate that vision, mission & values are created collaboratively with the school community. *PLC Survey 2019*

Thought Exchange Tool is used consistently to engage stakeholders and gather feedback to inform decisions made including new Superintendent search, school boundaries, professional learning for teachers & actions of Students' Matters.

Board of Trustees developed a self-assessment tool to reflect and assess progress of goals set. Their actions demonstrate commitment to engaging stakeholders and ensuring the education system is well governed and managed.

Alberta
Government

Measure Category	Measure	Foothills School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.4	89.4	89.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.5	85.9	85.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	91.1	90.2	89.9	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.7	0.8	1.5	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	89.6	84.7	84.8	79.1	78.0	77.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.1	77.7	77.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.1	17.6	17.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	86.6	85.6	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	18.5	18.0	16.7	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	50.4	48.7	49.4	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.8	71.0	70.2	64.8	63.4	62.2	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.0	53.9	52.0	59.0	58.7	58.7	High	Improved	Good
	Work Preparation	81.7	81.7	80.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.4	83.9	83.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.7	81.1	81.5	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	84.0	80.4	80.3	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

FSD 2019 Accountability Measures Overview

Category	Measure	2018	2019	Achievement	Compared to Province
Safe and Caring	Safe & Caring	89.4	90.4	**EXCELLENT (improved)**	**ABOVE**
Student Learning Opportunities	Program of Studies	85.9	84.5	**EXCELLENT (maintained)**	**ABOVE**
	Education Quality	90.2	91.1	**EXCELLENT (maintained)**	**ABOVE**
	Low Drop Out Rate	0.8	0.7	**EXCELLENT (better)**	**Better than Prov.**
	High School Completion	84.7	89.6	**EXCELLENT (improved)**	**ABOVE**
Learning Achievement: PAT	Acceptable	77.7	77.1	Acceptable: **(maintained)**	**ABOVE**
	Excellence	17.6	18.1	Acceptable: **(improved)**	At par with Prov.
Learning Achievement: Diploma	Acceptable	86.6	86.9	**GOOD (improved)**	**ABOVE**
	Excellence	18.0	18.5	Acceptable: **(improved)**	Below
	Exam Participation Rate	48.7	50.4	Acceptable: **(improved)**	Below
	Rutherford Scholarship	71.0	73.8	**GOOD (improved)**	**ABOVE**
Preparation for Lifelong learning, world of work & citizenship	Transition Rate (6 yrs)	53.9	57.0	**GOOD (improved)**	Below
	Work Preparation	81.7	81.7	**GOOD (maintained)**	At par with Prov.
	Citizenship	83.9	83.4	**EXCELLENT (maintained)**	**ABOVE**
Parental Involvement	Parental Involvement	81.1	79.7	**GOOD (maintained)**	At par with Prov.
Continuous Improvement	Continuous Improvement	80.4	84.0	**EXCELLENT (improved)**	**ABOVE**

FSD Highlights and Celebrations: 2019 AERR Results

Continuing Trend of Improvement and Growth

ABOVE or At Par with Provincial Average on 13 of 16 measures

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: Maintained**

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

EXCELLENT   **Education Quality: Improved**

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   **Drop-Out Rate is Low: Improved Significantly: Lower drop out rate than the Province**

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: Improved Significantly**

GOOD   **Work Preparation: Maintained** Child is taught attitudes/behaviours to be successful when left school

GOOD   **Parental Involvement: Maintained**

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

GOOD   **Rutherford Scholarship: Improved**

GOOD   **Transition Rate: Improved**

Learning Achievement:		
	PAT Acceptable:	**Maintained**
	PAT Excellence:	**Improved**
	Diploma Acceptable:	**Improved**
	Diploma Excellence:	**Improved**

October 2019 AERR Division Level Report shows no provincial measures reported as: decline, an issue or concern

Support for each learner

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

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.

Alberta Education Outcome 2: Alberta's Students are Successful

Goal 1: Learners contribute to and feel welcomed, cared for, respected and safe

Strategic Plan A: Advance a system-wide approach to a safe, caring and welcoming learning culture

"Being" and "Doing" inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being. The essential understanding at FSD, to ensure an inclusive education system that supports each learner, prioritizes a collaborative inquiry approach where critical thinking and problem solving are fostered.

Actions	Performance Measures
1. Comprehensive School Health Framework: School leadership assess strengths and challenges through the triangulation of evidence and design strategic plans using the Comprehensive School Health Framework. **2. Students' Matters Committee:** Gather student voice by engaging students through Students' Matters Committee in supporting a safe, caring and welcoming learning culture. **3. Evidence Based Practices:** Develop capacity of staff leads around evidence-based practices such as restorative practices, trauma informed practices, positive behaviour supports, mentorship and social-emotional competencies. **4. School Linked Teams:** Collaborate and problem solve around specialized supports for students with complex needs. **5. Community Partnerships:** Continue to strengthen partnerships with Alberta Health Services, Calgary and Area Child Advocacy Centre, Canadian Mental Health Association, Calgary Regional Consortium, Child Services, Royal Canadian Mounted Police, Foothills Community Immigration Services and Family Supports for Children with Disabilities. **6. Inter-agency Collaborative Action Table (I-CAT):** Continue to work with the Inter-agency Collaborative Action Table (I-CAT) to support children, youth and families at risk and/or for those in danger of imminent harm.	**Accountability Pillar Measures:** ◦ Increase in Safe and Caring & Parental Involvement indicators. ◦ Increase in Inclusive Education indicators of student inclusion & supported families. **Assurance Measures:** ◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work School Integration as measured by Student Orientation to School Questions (SOS-Q). ◦ Decrease in suspension rates. ◦ Increase in attendance rates. ◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps.

7. Children's Wellness Network: Continue to work with, collaborate and develop partnerships (Foothills Children's Wellness Network - Youth Branch and Inclusive Education Partnership) to ensure universal supports are available in the community.

8. Bow River Regional Collaborative Service Delivery (RCSD): Through Bow River Regional Collaborative Service Delivery (RCSD) we continue to collaborate around providing supports and services for our children, youth and families. Positive initiatives such as COPE and CONeX have come out of this initiative.

9. Continuum of Collaboration: To ensure students and families are aware of and can draw upon supports both within the school and community, a continuum of collaboration is being developed this year by FSD to make these supports visible.

10. Process and Procedures: Clarity and consistency with process and procedures for suicide risk and non-suicidal risk assessments, success in school, attendance protocol, seclusion, restraint and time out procedure, and violent threat risk assessment, will be addressed.

11. Comprehensive School Threat Assessment Guidelines (C-Stag): Foothills School Division is currently part of a VTRA protocol. There will be a move this year towards the Comprehensive School Threat Assessment Guidelines (C-Stag).

12. Universal Design for Learning: Continued focus for Learning Coaches and teachers. Professional learning for staff in ensuring safe, caring and welcoming cultures involves numerous options and choices, differentiating based on needs and interests.

13. Positive Behaviour Supports: Building Capacity around Positive Behaviour Supports with administration & teachers.
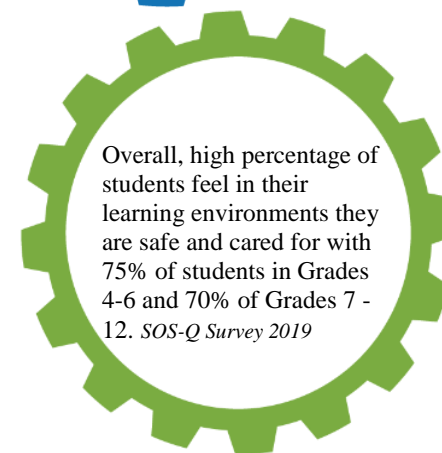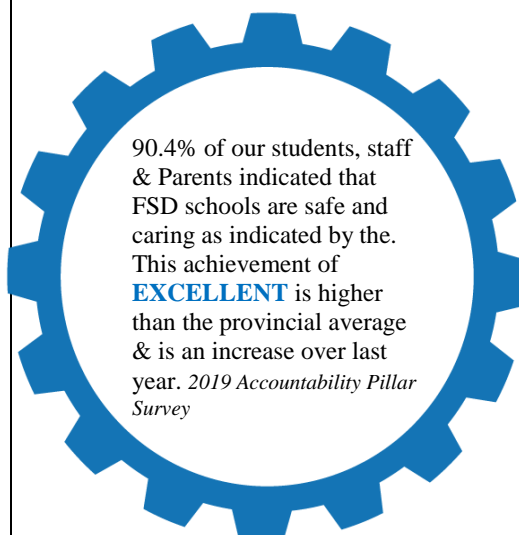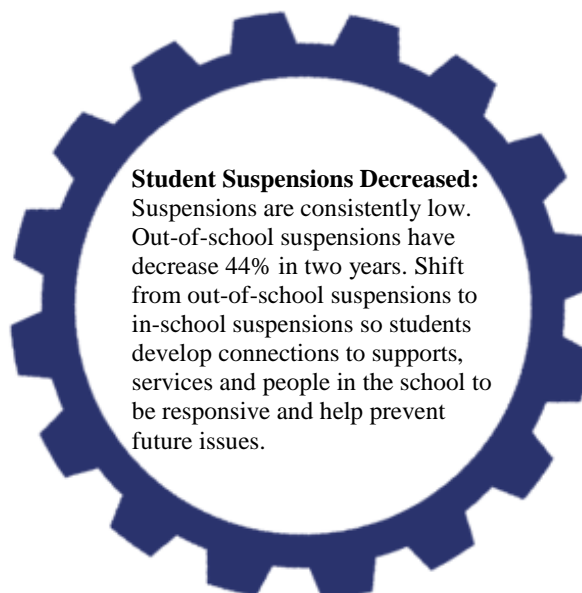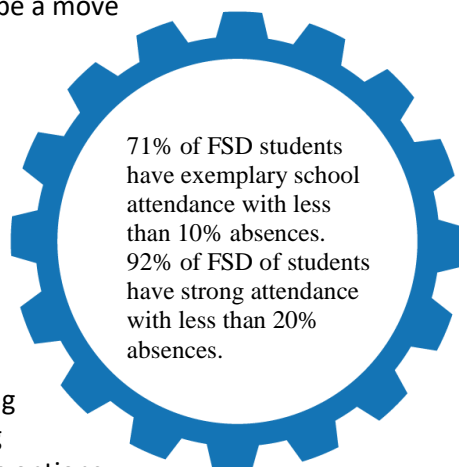
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Thought Exchange responses from Support for each learner teams.
◦ Evidence of shifts of perspective /thinking from staff and student through Thought Books.

90.4% of our students, staff & Parents indicated that FSD schools are safe and caring as indicated by the. This achievement of **EXCELLENT** is higher than the provincial average & is an increase over last year. *2019 Accountability Pillar Survey*

71% of FSD students have exemplary school attendance with less than 10% absences. 92% of FSD of students have strong attendance with less than 20% absences.

Student Suspensions Decreased: Suspensions are consistently low. Out-of-school suspensions have decrease 44% in two years. 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 and help prevent future issues.

Overall, high percentage of students feel in their learning environments they are safe and cared for with 75% of students in Grades 4-6 and 70% of Grades 7 - 12. *SOS-Q Survey 2019*

Support for each learner

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

Alberta Education Outcome 2: Alberta's Students are Successful

Goal 1: Learners contribute to and feel welcomed, cared for, respected and safe

Strategic Plan B: Advance a system-wide approach to positive mental health, wellness and well-being

Prioritizing mental health and wellness is necessary in ensuring safe, caring and welcoming cultures. FSD is developing an overarching theme of care for students, care for staff, care for families in ensuring the mental health and wellness of our youth and communities are well supported.

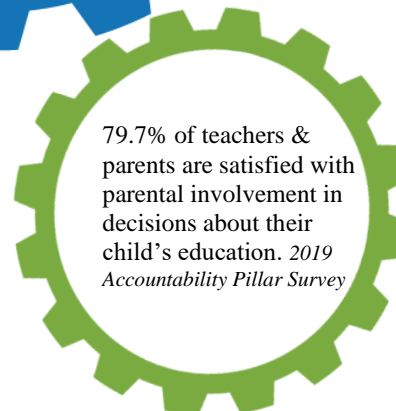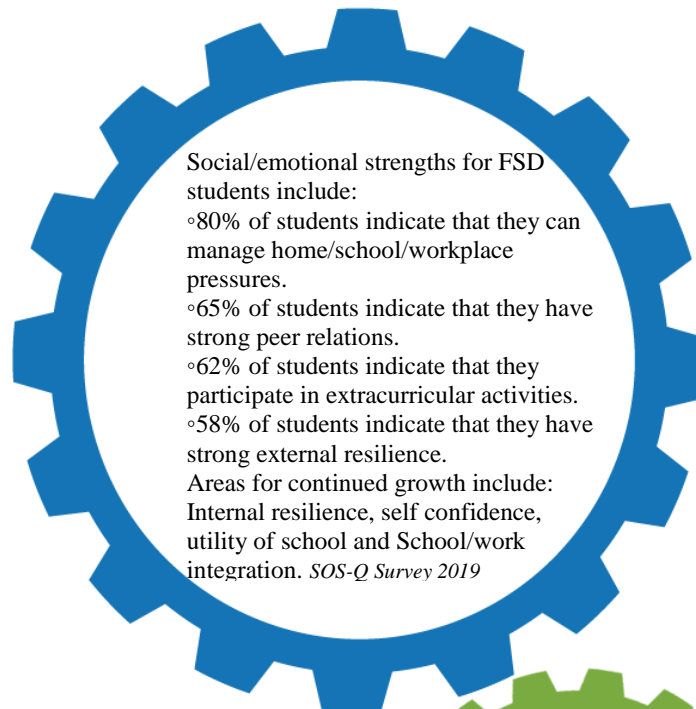| Actions	Performance Measures
1 .Comprehensive School Health Approach: Foothills School Division supports the Comprehensive School Health Approach to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. This model builds capacity 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. **2. Canadian Mental Health Association (CMHA).** Foothills School Division is engaging in a pilot with Canadian Mental Health Association (CMHA). This pilot is taking place at Heritage Heights School. Last year, the planning with CMHA, the Division team and school team led an implementation plan with the theme of, "We all have mental health." There are three tiers of care: Care for students, care for staff, and care for families. All three stakeholder groups will be led through a collaborative inquiry process of design thinking in which needs/challenges and prototypes for solutions will be developed by stakeholders. Implementation of solutions will then be supported. There will also be co-designing of courses by students, CMHA and parents based on themes that come out of the planning. A peer support model will also be implemented within the school for staff in supporting staff wellness. **2. Mental Health Capacity Building Grant (Minds Matter):** Foothills School Division was awarded a Mental Health Capacity Building grant. The team, Minds Matter, are in five of our schools to begin supporting the implementation plan that was developed through a collaborative inquiry process. The focus is on evidence based practices and the promotion of positive mental health and wellness. 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 will build capacity and share learning with schools across the Division. **3. Teacher Wellness/Teacher Advisory Committee:** Wellness for all is a priority in FSD. Through the Teacher Advisory Committee, lead teachers are going to be looking at survey data from teachers to determine need, challenges, services, and strategies available to support wellness and well-being. Supports for this are then being provided. CMHA is also working with the Teacher Advisory Committee on the "Community Helpers" model of peer support.	**Accountability Pillar Measures:** ◦ Increase in Safe and Caring & Parental Involvement indicators. ◦ Increase in Inclusive Education indicators of student inclusion & supported families. **Assurance Measures:** ◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work/School Integration as measured by Student Orientation to School Questions (SOS-Q). ◦ Decrease in suspension rates. ◦ Increase in attendance rates. ◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps. ◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes. ◦ ThoughtExchange responses from Support for each learner teams.

4. Social-Emotional Learning Curriculums: Schools in FSD continue to offer social-emotional learning curriculums such as Zones of Regulation, Mind Up, 4th R and Mental Health Literacy curriculum to their students.

5. Go to Educator: In building the capacity of our staff around mental health and wellness, Go to Educator, is continuing to be offered to our schools. All schools will have completed the training at the end of this year (3 year cycle). Booster sessions are now also being offered online.
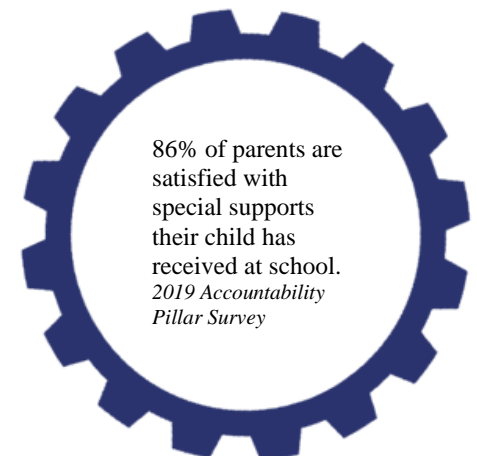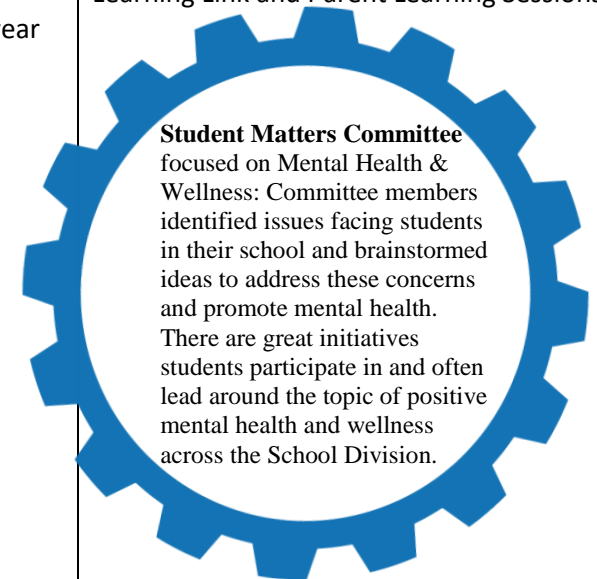
6. The Working Mind: In supporting staff wellness, The Working Mind is being supported by Minds Matter. This is being provided with specialized training for administrators and staff training for teachers and support staff.

7. Parent Learning Link: A Parent Learning Link has been developed which highlights opportunities for learning, resources and community partners in ensuring the mental health and wellness of both their children and themselves as parents. Mental Health Literacy is an example of one session being provided for parents in the Division.

8. Community Partnerships: FSD continues to collaborate with Alberta Health Services in supporting the mental health and wellness of our students. A Drug and Addiction Counselor is currently embedded regularly within our schools. There is also a partnership through the Red Cross grant for AHS therapists to support our students and families within our schools that has proven to be extremely successful. Providing a peer support model of Navigation of supports for our students and families is also being considered alongside AHS.

Social/emotional strengths for FSD students include:
◦80% of students indicate that they can manage home/school/workplace pressures.
◦65% of students indicate that they have strong peer relations.
◦62% of students indicate that they participate in extracurricular activities.
◦58% of students indicate that they have strong external resilience.
Areas for continued growth include: Internal resilience, self confidence, utility of school and School/work integration. *SOS-Q Survey 2019*

79.7% of teachers & parents are satisfied with parental involvement in decisions about their child's education. *2019 Accountability Pillar Survey*

◦ Evidence of shifts of perspective /thinking from staff and student through Thought Books.
◦ Tracking usage and feedback on Parent Learning Link and Parent Learning Sessions.

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.

86% of parents are satisfied with special supports their child has received at school. *2019 Accountability Pillar Survey*

Support for each learner

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

Alberta Education Outcome 2: Alberta's Students are Successful

Goal 2: Learners access a continuum of supports

Strategic Plan A: Advance a system-wide continuum of supports at a universal, targeted classroom, targeted school-based and individualized level

In supporting all learners, FSD has been strategic in developing a divisional continuum of supports and services responsive to the strengths, needs and challenges in each of our contexts. The continuous engagement of stakeholders from each school in refining their school's continuum of supports and services is essential.

Actions

1. Collaborative Structures: FSD recognizes, and continues to focus on the foundation of a strong continuum of supports and services through the development and continual refinement of collaborative structures and systems. Structures and supports for cross-school collaboration are present and continually being refined.

2. Community Partnerships: 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.

3. Advance Continuums of Support: Classroom formative assessment guides best practice and continuation of common benchmark and diagnostic assessments ensure students are flagged and interventions are targeted. Assessment and analysis of evidence ensures the continuum of supports and services is responsive to the needs of students.

4. Leadership & Capacity Building: Leadership teams have been supported and engaged in analyzing data, determining priorities and receiving support in their identified and targeted areas. Leads have also been established in supporting services and supports for all students (i.e. Lead for First Nations' students through Jordan's Principle).

5. Universal Design for Learning: Universal Design for Learning provides choice for all staff on differentiated and flexible learning opportunities based on their interests and need in supporting each learner. Both face to face (i.e. NVCI, C-Stag, UDL, LLI, F and P, assistive technology, etc.) and online modules (i.e. Supporting Students with Autism, Being Trauma Aware, MORE modules, etc.) are being offered around strategies, interventions and accommodations to advance supports.

Performance Measures

Accountability Pillar Measures:
◦ Increase in Safe and Caring & Parental Involvement indicators.
◦ Increase in Inclusive Education indicators of student inclusion & supported families.

Assurance Measures:
◦ Increase in indicators for flagged students in areas of Safe and Caring, Self Confidence, Internal Resiliency, External Resilience, Extra Curricular, Utility of School, Peers, School/Work Pressure, Work School Integration as measured by Student Orientation to School Questions (SOS-Q).
◦ Decrease in suspension rates.
◦ Increase in attendance rates.
◦ Critical Response; VTRA, NVCI, Suicide Risk, NSSI: Data used by schools and division to inform hypothesis, interventions and/or next steps.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.

6. Student Success Protocols: FSD procedures and processes such as attendance protocol, Success in School, ELL Intake and Suicide Risk Protocol are continually being refined in supporting schools with services in supporting all learners.

Based on the Circle of Courage by Martin Brokenleg

Holistic Continuum of Supports at Longview School

Universal
Positive Behaviour Supports
Welcoming Entrance
Positive Adult Relationships
Clear Expectations
Focus on Strength-Based
Differentiated Instruction
Weekly Classroom Circles
Parent/Teacher Conversations
Daily Check-ins with Students
Collaborative Discussions
First Nations, Metis, Inuit Success Coach
Family School Liaison
Wellness Space
Family Events
Classroom Based Assessments
Thinking Routines
School Spirit/Monthly Lunch
Cultural Inclusion
Trauma Informed Staff
In Class Guided Reading
Bi-weekly PLC Time
NVCI Training
Weekly Email/Parent Communication
Attention to Basic Needs
Daily Nutrition Program
Instructional Coach and Learning Coach
Educational Assistants
Consultations with Outside Agencies
Intentional Connection with Eden Valley Community
Collegial Support
Foundational Literacy and Numeracy Instruction

Circle of Courage quadrants: Academics, Sense of Belonging, Physical Environment, Emotional/Personal Well Being

Targeted
Level B Assessments
LLI
Educational Assistants
IC/LC/FSLC
Different Learning Spaces

Individualized
First Nations Health Consortium/Jordan's Principal
Educational Assistants
Collaboration with Outside Agencies
Collaboration with FSD Supports/Directors
Transportation
Level C Assessment
Attendance

77% of teachers indicate they provide a system of interventions that guarantee each student will receive additional time and support if student's experience difficulty. *2019 PLC Survey*

◦ ThoughtExchange responses from Support for each learner teams.
◦ Evidence of shifts of perspective /thinking from staff and student through Thought Books.

72.5% of teachers, parents & students are satisfied with accessibility, effectiveness and efficiency of programs & services for students in the community: academic & career counselling, library services, reading & writing, special support. *2019 Accountability Pillar Survey*

Focus on social, emotional learning & nurturing a safe caring & welcoming culture through the following strategies:
-Continuum of Supports
-Positive Behaviour Supports
-Trauma informed Practices
-Restorative Practices
-Social /Emotional Competencies

Support for each learner

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

Alberta Education Outcome 3: Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Goal 3 : Learners cultivate and advance leadership and collective efficacy

Strategic Plan A: Advance system-wide structures, systems and conditions that support reflective and collaborative learning

In Foothills School Division we focus on developing leadership and cultivating collective efficacy. We create opportunities for staff to collaborate and for teachers to design engaging learning together. We deliberately design structures and provide opportunities for leadership and collaboration across our system in order to advance a system wide-approach for continuous growth and improvement.

Actions

1. Cultivating Leadership and Collaborative Cultures: Intentionally creating structures and systems that promote leadership, collaborative learning and develop collective efficacy.

2. High-Quality Professional Learning Opportunities: Developed a system-wide professional learning plan that outlines the through line for System Learning days and show cases opportunities to register for in-house learning. Foothills School Division is committed to system and school-based professional learning days to build capacity and expertise of staff in designing learning and instruction that engages students and optimizes student learning and achievement. Professional learning opportunities will continue to nurture a culture of collective efficacy and collaborative inquiry to improve student learning. Staff will have an increased understanding that collaborative structures and systems are necessary to support the development of a continuum of supports for improvement and growth.

3. Foothills Administrators Professional Learning: 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. The meetings also include the Learning Services Team and the Executive Team.

4. Learning Services: The Learning Services team supports school administration in designing professional learning to address school goals/divisional priorities for continuous growth and improvement in engagement, support and success for each learner. The focus is on cycles of inquiry and learning sprints to optimize learning.

Performance Measures

Accountability Pillar Measures:
◦ Increase in percentage of teachers reporting that in the past 3-5 years the professional development and in-service received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Assurance Measures:
◦ FAA Feedback
◦ ThoughtExchange evidence of impact of professional development.
◦ Teachers report at a level of consistently/deeply on Professional Learning Community Survey.
◦ Evidence of improvement in structures and systems that support reflective and collaborative learning.
◦ Frequency and feedback on Professional Learning Booking System and FSD Staff Learning Calendar.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.

5. Collaborative Professional Learning Supports offered through Learning Services: Intentionally creating structures and systems that are aligned and support collaborative professionally learning opportunities by accessing expertise of FSD staff.

6. Professional Learning Communities/Teams: Foothills School Division strongly supports a collaborative learning culture through Professional Learning Communities/Teams, where teachers focus on student evidence to inform teaching and instruction design, engage students and improve student learning and success. We continue to foster and strengthen collective efficacy and collaborative inquiry to impact instruction and student achievement.

7. Subject Specialist Professional Learning Teams: Subject specialist professional learning teams consisting of teachers from across the Division collaborate regularly throughout the year to grow professionally and design engaging and authentic learning experiences for students.
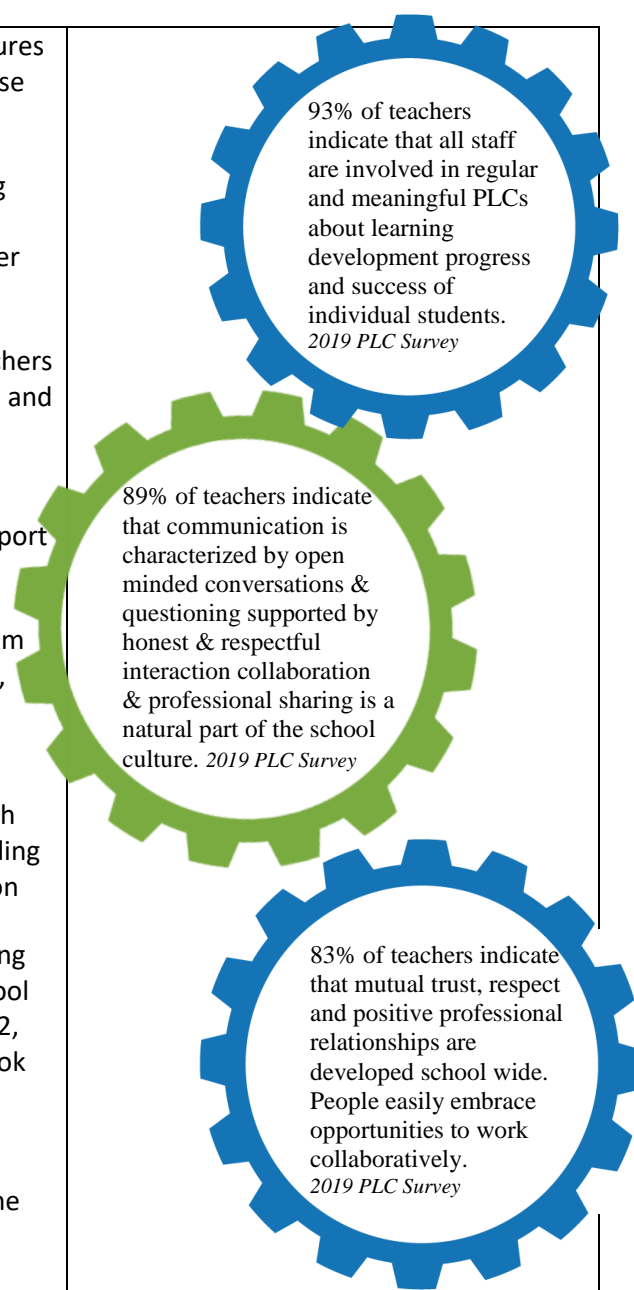
8. FSD Staff Learning Calendar: The Learning Services Team created the Foothills School Division Staff Learning Calendar to organize and showcase all of the learning opportunities that are being provided to our system to support professional learning and growth.

9. Communities of Practice for Teachers: These are designed to be a series of conversations that engage staff from across the system in collaborative dialogue. Some topics include - JK and Kindergarten, Connecting kids to nature, Indigenous Ways of Knowing, Harnessing the potential of student feedback

10. Just in Time Learning Sessions: These are single days or evening learning sessions and topics include: Using words their way, using technology to deepen learning, providing individualized supports, supporting students with Autism, foundations of writing, technology supported quality assessment practices, writing in content areas, reading digitally vs print, assessment of basic language and learning skills, F and P assessment, leveled literacy intervention

11. Learning Groups and Cohorts: These are groups who meet regularly throughout the year with a focus on being learning leads in schools, developing leadership skills and building understanding of the big rocks in Foothills School Division. These groups include: Foothills Administrators, Learning and Leading, Teacher Cohorts Year 1 and Year 2, Action Research - Indigenous Learning, Teacher Advisory - Wellness, Universal Design for Learning, Knowledgehook Pilot, Leaders in Technology.

12. Professional Learning Booking System: FSD created a common booking system for professional learning and supports available from the Learning Services Team. The system promotes and uses common tools for creating the conditions for professional learning to be the norm in schools through the use of a common resource for all instructional leaders.

93% of teachers indicate that all staff are involved in regular and meaningful PLCs about learning development progress and success of individual students. *2019 PLC Survey*

89% of teachers indicate that communication is characterized by open minded conversations & questioning supported by honest & respectful interaction collaboration & professional sharing is a natural part of the school culture. *2019 PLC Survey*

83% of teachers indicate that mutual trust, respect and positive professional relationships are developed school wide. People easily embrace opportunities to work collaboratively. *2019 PLC Survey*

Support for each learner

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

Alberta Education Outcome 3: Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Goal 3: Learners cultivate and advance leadership and collective efficacy

Strategic Plan B: Advance a system-wide approach to purposefully use and apply evidence to inform learning and system improvement

In Foothills we continue to advance our system-wide approach to analyze data to inform next steps in educational improvement planning through building our capacity in data literacy.

Actions

1. Iterative System Structure: Continue to develop an iterative systematic structure and process that empowers leaders and teachers to purposefully use evidence to inform learning, continuous improvement and system growth.

2. System-wide Measures: Common points of data/evidence are gathered, accessed and analyzed by FSD staff to assess impact of strategies implemented on student learning. Areas of strength, areas for growth and improvement are identified which informs next steps in educational planning.

3. Common Access to Data/Evidence: A common space has been created for school and system leaders to access clear and timely evidence of student learning. Provide processed contextualized system data for school leaders.

4. Data Literacy: Build the capacity of school leaders and staff around data literacy and school based structures for turning evidence into action. Support and build capacity for school leaders around selection, gathering and analysis of meaningful school based data. School leaders will identify areas of strength and areas for improvement in setting targeted school improvement goals and implementing strategies for growth.

5. Assurance Evidence Structures: Develop and deploy robust school and system level assurance evidence structures.

Performance Measures

Accountability Pillar Measures:
◦ Divisional PAT and Diploma targets are met.
◦ Increase in % of teachers, parents & students indicating that their school & schools in their jurisdiction have improved/stayed the say the last 3 years.
◦ Increase in % of teachers and parents are satisfied with parental involvement in decision about their child's education. Improvement.

Assurance Measures:
◦ FAA Feedback on data literacy.
◦ ThoughtExchange evidence of impact of professional development.
◦ Teachers report at a level of consistently/deeply on Professional Learning Community Survey.
◦ Evidence of improvement in structures and systems that support reflective and collaborative learning.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.

FSD Assessment, Assurance and Accountability
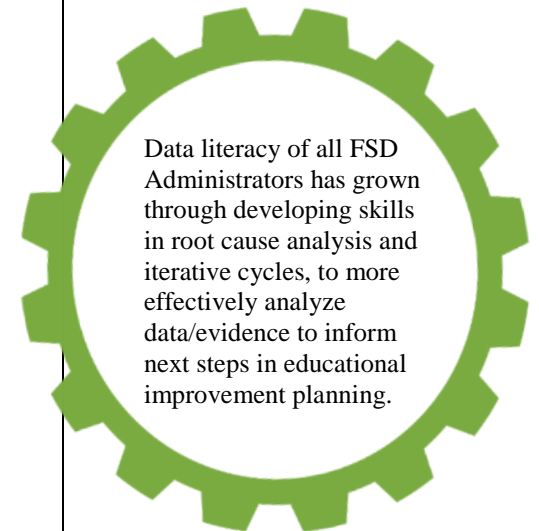### Data & Evidence that informs our Education Plans
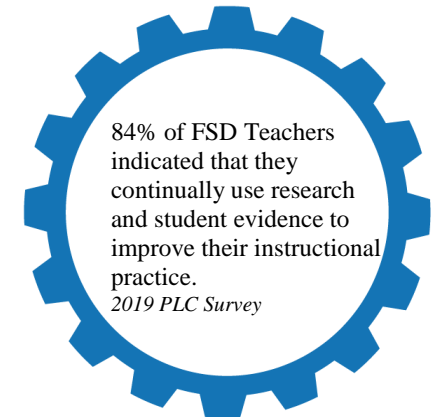
1. Alberta Education **Accountability** Measures
   - Safe, Caring & Welcoming
   - Student learning outcomes
   - Student achievement: PATs & Diplomas
   - Preparation for lifelong learning, world of work & citizenship
   - Parental Involvement
   - Continuous Improvement

2. Foothills School Division **Assessment & Assurance** Measures
   - SOS-Q Survey (Student Orientation to School Questions): All students Gr. 4 -12
   - Intellectual Engagement Survey: All students Gr. 4 -12
   - Stakeholder Engagement Feedback Opportunities
   - GRADE (Literacy) Assessment: All students Gr. 2 - 10
   - MIPI Assessment for Numeracy & Mathematics (Math Intervention Programming Instrument): 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
   - Professional Learning Survey (all teachers)
   - Professional Learning Feedback: System Learning, FAA, School-based PD, Instructional Coach, Communities of Practice, Learning Cohorts, Just in Time PD, Action Research
   - Anecdotal evidence, thought books, exemplars
   - Evidence of impact through stories, videos, pictures, learning sprints etc.
   - ThoughtExchange

◦ Demonstrate growth in all perceptual areas of the FSD intellectual engagement survey.
◦ Stories of student & staff success.
◦ Exemplars of instructional design added to the teacher portfolio.

84% of FSD Teachers indicated that they continually use research and student evidence to improve their instructional practice.
2019 PLC Survey

Data literacy of all FSD Administrators has grown through developing skills in root cause analysis and iterative cycles, to more effectively analyze data/evidence to inform next steps in educational improvement planning.

Education Planning
Our road map of continuous improvement is outlined in Board Policy 1

Vision: Engagement, Support and Success for each learner

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

Core Values:

- We are committed to providing rich, responsive, meaningful and appropriate learning experiences for our learners and in our communities across the Division.
- We are committed to providing flexible, equitable, safe and caring learning environments for our learners and in our communities that embrace diversity across the Division; and, where all learners and shareholders feel a sense of belonging.
- We are committed to engaging meaningfully with our learners and communities.

Key Priorities:

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

❑ Stakeholders communicate, collaborate, think critically and solve problems in iterative cycles to advance educational excellence by reviewing and analyzing Accountability and Assurance measures, data and evidence on an ongoing basis throughout the year to identify impact, strengths and areas for improvement to refine educational strategic plans moving forward.

❑ Strategic and Education Plans are developed in consultation and collaboration with stakeholders from September to November.

❑ Ongoing support in the development and deployment of Education Plans is provided through divisional supports and communities of practice.

❑ Accountability and Assurance measures, data and evidence, as well as, Education Plans for the current school year are shared with stakeholders starting in November and addressed ongoing throughout the school year (Ex. School Council and Board Meetings).

❑ The Draft FSD Three – Year Education Plan will be shared with the Board of Trustees for review and input November - January.

❑ Approval of the Education Plan will occur at a Board Meeting in November - January and then submitted to Alberta Education.

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

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

Alberta Education Outcome 1: Alberta's Students are Successful

Goal 1: Learners are Literate

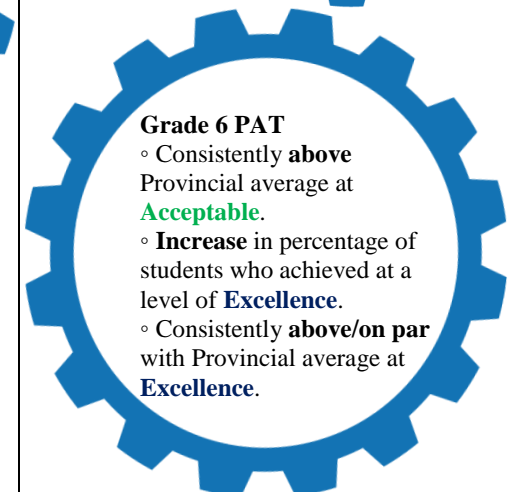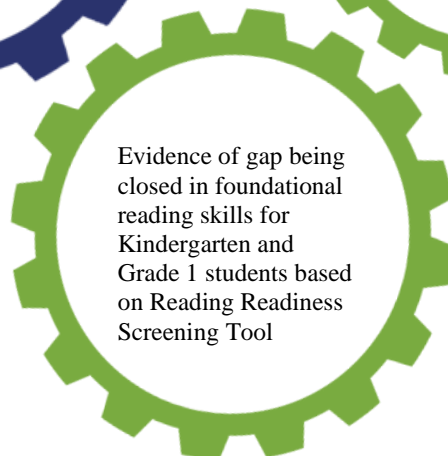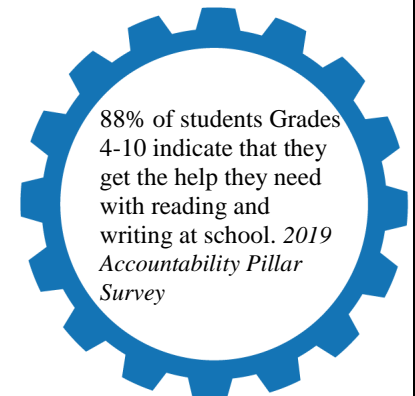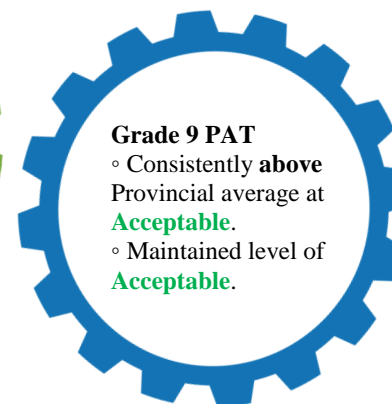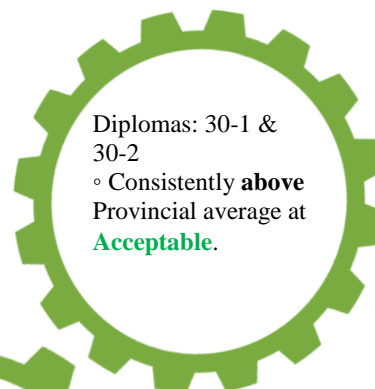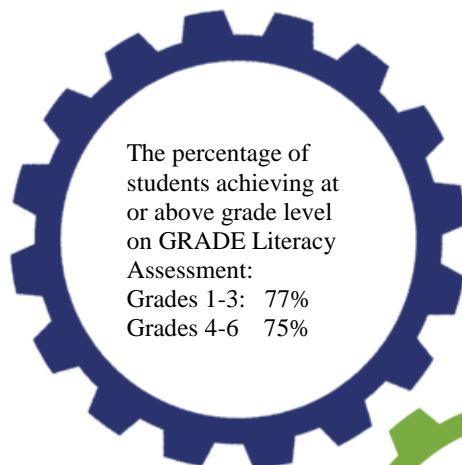### Strategic Plan A: Advance a system-wide Literacy Framework and Continuum

Foothills School Division has a continued emphasis on developing strong literacy skills, which are vital to student confidence and success in school, work, and life. Literacy development in Foothills School Division begins with a strong universal approach to instruction, and a developed continuum of supports for children needing additional support to develop critical literacy skills.

Actions

1. Learning Services: Will support the Framework, 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.

2. Literacy Instruction, Assessment and Intervention: Development of a concise divisional literacy framework that will identify and support best practices in literacy instruction, assessment and intervention.

3. Research-based Literacy Supports: Continue to develop resources for teachers to support and improve literacy of students. Make resources available to all staff through the new Staff Learning Link.

4. High Quality Professional Learning Opportunities in Literacy: Development and delivery of a variety of professional learning opportunities for teachers focused on literacy and literacy intervention. Professional learning opportunities include: Just-in-time literacy learning sessions, CRC/FSD UDL Leads collaboration, Teacher Cohort Yr. 2 Cohort.

5. Alberta Education Research Network Project: Participation in an Alberta Education Research Network Project to develop a deeper understanding of research supported Literacy and Assessment practices in our diverse Early Learning Environments. Areas of research include: How can the new TQS enhance literacy instruction? Language Development and Fine Motor Development.

Performance Measures

Accountability Pillar Measures:
◦ FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6 & 9 PAT (English & French) Language Arts (Reading, Writing, Total Test).

Assurance Measures:
◦ Increase in percentage of students that are at or above grade level as measured by GRADE Assessment (English & French)
◦ Evidence of gap being closed for flagged students as measured by Leveled Literacy Intervention (English & French).
◦ Increase in percentage of students that have foundational skills identified in Reading Readiness Screening Tool (RRST assessment).

6. System-wide Literacy Assessment Plan: Continued refinement of the FSD Literacy Assessment Plan to ensure teachers are obtaining an in depth understanding of students' literacy learning, analyzing data effectively and implementing appropriate literacy interventions to support student learning. System-wide literacy/reading benchmark assessments are used from Grades 1 – 10 to ensure every students that may be flagged will be provided further diagnostic assessments and interventions to close the gap and improve student success. Assessments include: Reading Readiness Screening Toolkit (RRST) for Kindergarten and Grade 1 Students; GRADE Benchmark (Grade 2-10 Students), and Fountas and Pinnell Benchmark Assessment for students flagged with challenges in the area of literacy.

7. Collaboration & Partnerships in Literacy: Continue to foster collaboration to support literacy learning in FSD between schools to share and expand wiser practices and support alignment and continuity between schools in literacy instruction and interventions. Also, continue to build capacity through partnerships with Calgary Regional Consortium, Universal Design for Learning (UDL), Literacy Think Tank, Alberta Literacy Leads Collaborative, Literacy for Life Foundation and Educational Partnership Foundation.

◦Increased level of understanding of the Literacy Framework by Administrators, Teachers and Parents.
◦ ThoughtExchange/surveys of the evidence of impact of literacy strategies through the continuum.
◦ Evidence of advancements in structures and systems to support literacy development.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Stories of student & staff success.

The percentage of students achieving at or above grade level on GRADE Literacy Assessment:
Grades 1-3:   77%
Grades 4-6   75%

Diplomas: 30-1 & 30-2
◦ Consistently **above** Provincial average at **Acceptable**.

Grade 9 PAT
◦ Consistently **above** Provincial average at **Acceptable**.
◦ Maintained level of **Acceptable**.

88% of students Grades 4-10 indicate that they get the help they need with reading and writing at school. *2019 Accountability Pillar Survey*

Evidence of gap being closed in foundational reading skills for Kindergarten and Grade 1 students based on Reading Readiness Screening Tool

Grade 6 PAT
◦ Consistently **above** Provincial average at **Acceptable**.
◦ **Increase** in percentage of students who achieved at a level of **Excellence**.
◦ Consistently **above/on par** with Provincial average at **Excellence**.

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

Alberta Education Outcome 1: Alberta's Students are Successful

Goal 2: Learners are Numerate

Strategic Plan A: Advance a system-wide Numeracy Framework and Continuum

Foothills School Division has a continued emphasis on developing strong numeracy skills, which are vital to student confidence and success in school, work, and life. Numeracy development in Foothills School Division begins with a strong universal approach to instruction, and a developed continuum of supports for children needing additional support to develop critical numeracy skills.
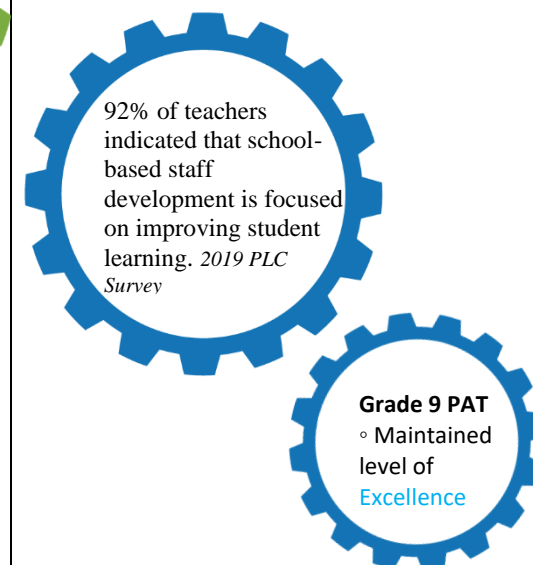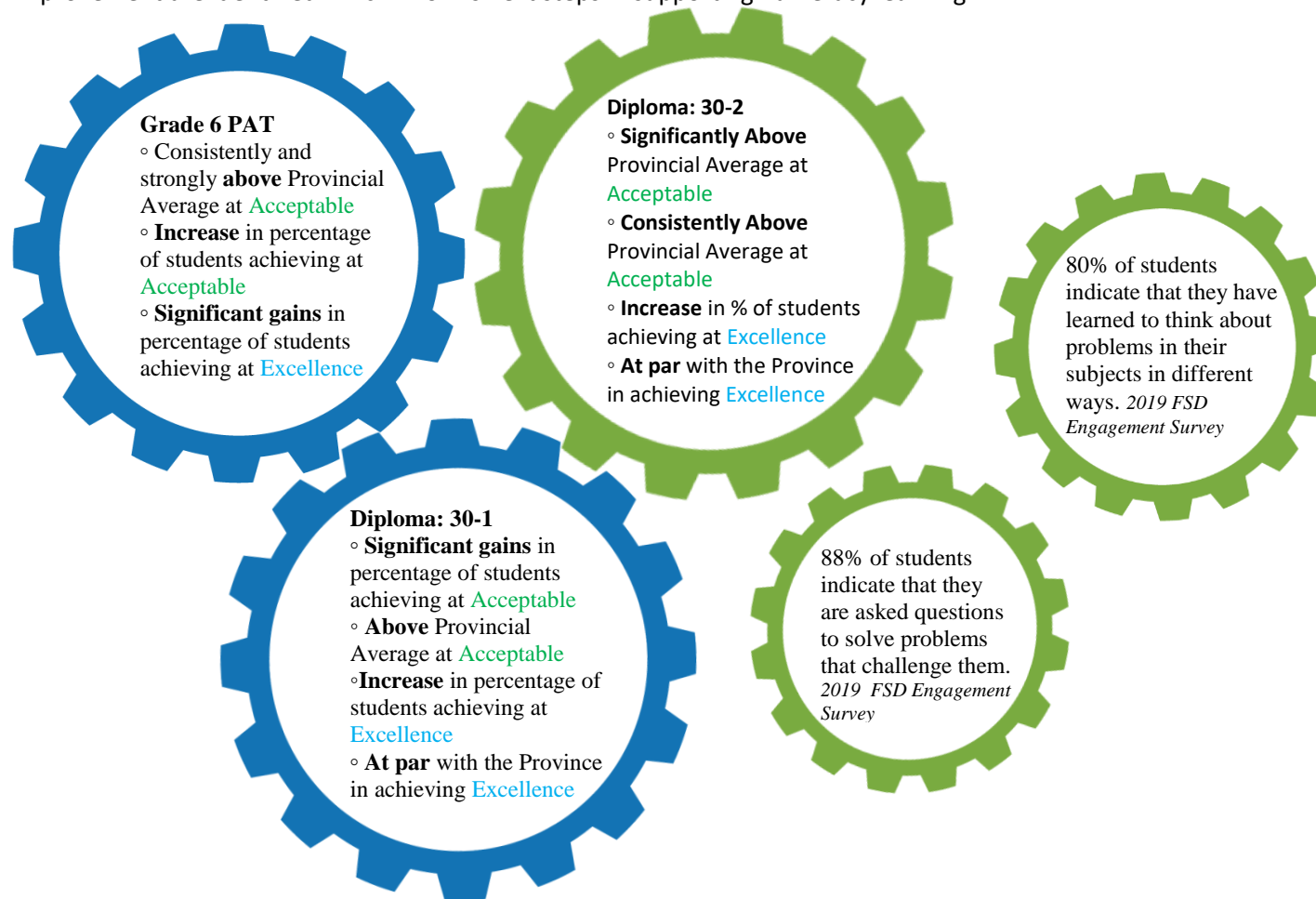
Actions	Performance Measures
1. Numeracy Framework: Develop an interactive Numeracy Framework that builds upon and connects to existing procedures and framework. This will provide schools with systems, structures, tools and strategies for ensuring students are successful in Mathematics and leveraging numeracy across the curriculum.	**Accountability Pillar Measures:** ◦ Increase in FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6 and 9 PAT (English & French) Math results. ◦ Excellence rates on DIP/PAT within 2% of the province.
2. Learning Services: Will support the creation of the Framework, support system initiatives (software and strategy pilots), 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 numeracy.	
3. High Quality Professional Learning Opportunities in Numeracy: Connect staff to learning opportunities, leveraging partnerships through publishers and consortium. Professional learning opportunities will include: Experts in numeracy formative assessment learning sessions, Just-in-Time numeracy learning sessions, Numeracy/KnowledgeHook Pilot Project Communities of Practice, CRC/FSD UDL Leads collaboration, Teacher Cohort Yr. 2 Cohort.	**Assurance Measures:** ◦ Increase in 'Flow' in Mathematical Mindset measured Mathematics questions of the FSD Intellectual Engagement Survey ◦ Evidence of gap in targeted areas being closed, as measured through running records tool.
4. System-wide Numeracy Assessment Plan: Continued refinement of the FSD Numeracy Assessment Plan to ensure teachers are obtaining an in depth understanding of students' numeracy learning, analyzing data effectively and implementing appropriate numeracy interventions to support student learning. Support the development and use of formative assessments to inform instruction at the universal level. Assessments & interventions include: MIPI (Grades 3 -10), Running Records, KnowledgeHook.	◦ Establish student performance baselines using Math Intervention Programming Instrument (MIPI) and Running Records. Show improvement /growth from baseline measures.
5. Collaboration & Partnerships in Numeracy: Continue to foster collaboration to support numeracy learning in FSD between schools to share and expand wiser practices and support alignment and continuity between schools in numeracy instruction and interventions. Also build capacity through partnerships with Calgary Regional Consortium and Universal Design for Learning (UDL).	◦ Staff pre/post perceptual and belief survey with Knowledge Hook pilot group.

6. Alignment of Structures and Supports: Align learning and support structures in Mathematics and Numeracy to that of Literacy and Assessment.

7. Research-based Numeracy Supports: Continue to develop resources for teachers to support and improve numeracy of students. Make resources available to all staff through the new Staff Learning Link. Collect examples of numeracy design plans from across the content areas and explicitly align them to provincial numeracy benchmarks that will be shared on the Teacher Portfolio.

8. System-wide Measures: Common points of data/evidence are gathered, accessed and analyzed by FSD staff to assess the impact of strategies implemented on student learning. Areas of strength, areas for growth and improvement are identified which informs next steps in supporting numeracy learning.

◦ Impact of professional learning (PLCs and communities of practice) on instructional practice as measured through Professional Learning Community (PLC) survey and ThoughtExchange.
◦ Show growth in student conceptual understanding and mathematical operations as identified by classroom formative assessments.
◦ Increased level of understanding of the Numeracy Framework by Administrators, Teachers and Parents.
◦ThoughtExchange/surveys of the evidence of impact of numeracy strategies through the continuum.
◦ Evidence of advancements in structures and systems to support numeracy development.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Stories of student and staff success.

Grade 6 PAT
◦ Consistently and strongly **above** Provincial Average at Acceptable
◦ **Increase** in percentage of students achieving at Acceptable
◦ **Significant gains** in percentage of students achieving at Excellence

Diploma: 30-2
◦ **Significantly Above** Provincial Average at Acceptable
◦ **Consistently Above** Provincial Average at Acceptable
◦ **Increase** in % of students achieving at Excellence
◦ **At par** with the Province in achieving Excellence

Diploma: 30-1
◦ **Significant gains** in percentage of students achieving at Acceptable
◦ **Above** Provincial Average at Acceptable
◦**Increase** in percentage of students achieving at Excellence
◦ **At par** with the Province in achieving Excellence

88% of students indicate that they are asked questions to solve problems that challenge them. *2019 FSD Engagement Survey*

80% of students indicate that they have learned to think about problems in their subjects in different ways. *2019 FSD Engagement Survey*

92% of teachers indicated that school-based staff development is focused on improving student learning. *2019 PLC Survey*

Grade 9 PAT
◦ Maintained level of Excellence

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

Alberta Education Outcome 1: Alberta's Students are Successful

Goal 3: Learners develop and deepen learning outcomes and competencies for life-long learning

Strategic Plan A: Advance a system-wide approach to developing and deepening learning outcomes and competencies

Foothills School Division has a continued focus on developing lifelong learners who are able to transfer their knowledge, skills, and competencies into their current and future lives. Teachers 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 the steps to develop into competent and productive members of our local, national and global communities.

Actions	Performance Measures
1. Learning Competencies & Concept-focused learning: Continue support for the understanding of learning competencies and the foundational awareness of how these relate to concept-focused learning. **2. Competencies for Successful Learners:** Implement a newly designed, competency-based front page to student learner profiles that focuses on the Learning Competencies. **3. Framework for Learning:** The Learning Services team will continue to support an awareness and understanding of the Framework for Learning with staff, students, parents and community. **4. Innovative and Creative Culture of Learning and Thinking:** Continue to develop the eight forces of a thinking culture and increased application of thinking routines to deepen understanding of competencies and curriculum to improve and achieve excellence in student learning and achievement. **4. High Quality Professional Learning Opportunities for Curriculum and Competency Development:** Continue to provide divisional and school-based professional learning opportunities to support teachers in designing learning to include competency development through curriculum, assessment and reporting of the competencies. Integrate the learning competencies throughout all professional learning opportunities provided in FSD to ensure teachers understand how the competencies are embedded throughout all the work we do. **5. High Quality Teaching and Instruction:** ◦ Enhance and support teaching and learning strategies in French Immersion and French as a Second Language programs. Learning Services will continue to facilitate targeted cross-school collaborative capacity building in French language instructional strategies to improve student learning and achievement.	**Accountability Pillar Measures:** ◦ Improvements in student learning outcomes in program of studies, education quality, drop-out rate, and high school completion. ◦ Improvement in transition rates and Rutherford Scholarship eligibility. ◦ Increase percentage of teachers and parents who agree that students are taught attitudes and behaviours that will: Make them successful at work when finished school, model the characteristics of active citizenship and be life-long learners. **Assurance Measures:** ◦ Assess depth of understanding of concept-focused learning and competencies through ThoughtExchange/Surveys ◦ Increase internal and external resilience and self-confidence of students as assessed through the Student Orientation to School Questions (SOS-Q Survey).

◦ Cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
◦ Create conditions for the following to flourish: HUB, Cameron Crossing, Distributed Learning, High School Re-design and Alternative Programs.

6. Learning Services: Will provide classroom and school level support for teachers on the understanding and continued implementation of the learning competencies into their instructional practice.
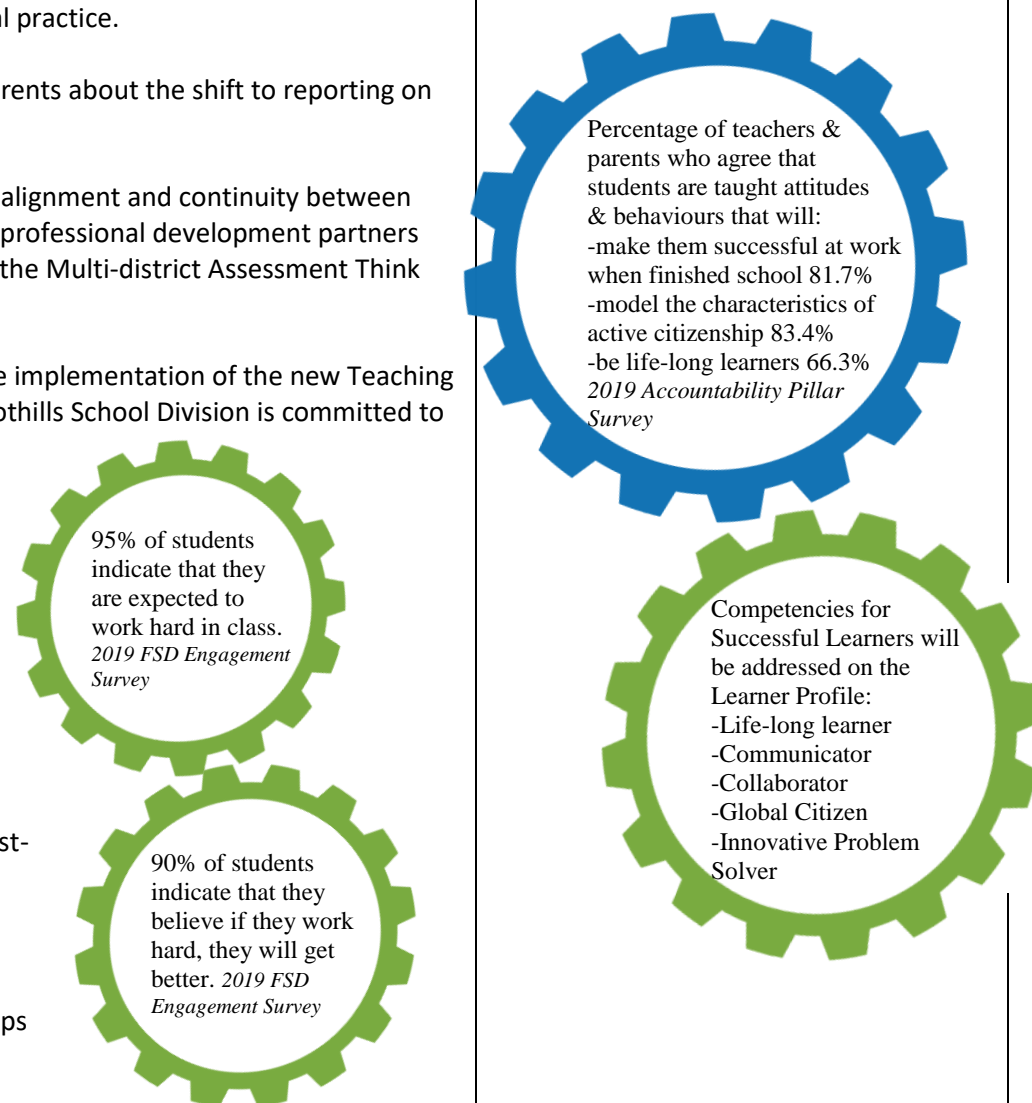
7. Communication Plan: Design communication plan to inform and educate parents about the shift to reporting on the competencies on the Student Learner Profiles.

8. Collaboration & Partnerships: Continue to foster collaboration and support alignment and continuity between schools in designing learning to support competency development. Work with professional development partners such as the Alberta Assessment Consortium, Calgary Regional Consortium and the Multi-district Assessment Think Tank.

9. Facilitate Implementation of the Provincial Quality Standards: Facilitate the implementation of the new Teaching Quality Standard and Leadership Quality Standard throughout the Division. Foothills School Division is committed to develop excellent teaching and leadership practices to optimize student learning and achievement.

10. Learning Opportunities, Experiences and Supports: 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. Ensure schools have capacity to provide CTF/CTS curriculum and 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 MyBluePrint, All About Me 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.

◦ Evidence of advancements in structures and systems to support numeracy development.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
-Stories of student and staff success.

Percentage of teachers & parents who agree that students are taught attitudes & behaviours that will:
-make them successful at work when finished school 81.7%
-model the characteristics of active citizenship 83.4%
-be life-long learners 66.3%
2019 Accountability Pillar Survey

95% of students indicate that they are expected to work hard in class. *2019 FSD Engagement Survey*

90% of students indicate that they believe if they work hard, they will get better. *2019 FSD Engagement Survey*

Competencies for Successful Learners will be addressed on the Learner Profile:
-Life-long learner
-Communicator
-Collaborator
-Global Citizen
-Innovative Problem Solver

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

Alberta Education Outcome 1: Alberta's Students are Successful

Goal 4: Learners take ownership and develop efficacy in learning

Strategic Plan A: Advance a system-wide assessment, evaluation and reporting framework

Foothills School Division is committed to research based, ongoing quality assessment, evaluation and reporting practices for the purpose of optimum student learning. Our Division believes that high quality instruction results in deep understanding and depends on valid, reliable, authentic assessment practices. To improve learning, assessments guide teachers in adjusting instruction, monitoring student progress, providing effective feedback and assessing for mastery.

Actions

1. Assessment Practices: Continue to support improvements in design, instruction and assessment practices to increase student engagement and achievement.

2. Interactive Digital AER Framework: Develop an interactive digital AER framework, FAQ and video library which builds upon and pulls together existing frameworks to provide systems, structures, strategies and exemplars around assessment FOR/AS/OF learning and related structures such as effective feedback.

3. Communication Strategies: Consistent communication and reporting strategy that includes capacity building for staff as well as parents. Building the capacity of stakeholders such as our families in understanding grading and reporting practices.

4. Continuum of Supports: Align assessment practices to a Continuum of Supports within Foothills School Division.

5. Learning Competencies: Align grading and reporting structures to align to provincial structures - for example using the language of the competencies to report out on Child as a Learner.

6. High Quality Professional Learning Opportunities on Assessment: Grading and Reporting practices to align to provincial initiatives. Continue to refine and draw feedback around our grading and reporting structures. Leverage Learning Services team to build capacity at the school and classroom levels.

7. Assessment Resources: Work with provincial partners to co-develop resources and supports for high quality assessment within the context of concept-based learning and the competencies. Update Pilot e-portfolio software that will supplement existing reporting structures.

Performance Measures

Accountability Pillar Measures:
◦ Increase in FSD Performance Results 'At' or 'Above' provincial average for Acceptable Standard and Standard of Excellence for Grade 6/9 PAT and Diploma results.
◦ Divisional PAT/Diploma targets are met.
-Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved/stayed the say the last 3 years.
◦ Increase in percentage of teachers and parents are satisfied with parental involvement in decision about their child's education. Improvement.

Assurance Measures:
◦ Teachers report at a level of consistently/deeply on Professional Learning Community Survey.
◦ ThoughtExchange/surveys of the evidence of impact of assessment, evaluation and reporting strategies.
◦ Evidence of advancements in structures and systems in assessment, evaluation and reporting.

2019 FSD Engagement Survey Assessment Literate Learners Questions	Grades 4-6	Grades 7-9	Grades 10-12
My teachers encourage me to improve.	94%	91%	90%
My teacher shares the learning targets so I know what we are learning.	92%	83%	79%
I understand what makes mastery or excellence.	91%	88%	81%
My teacher talks to me about my work and that helps me to improve.	87%	75%	72%
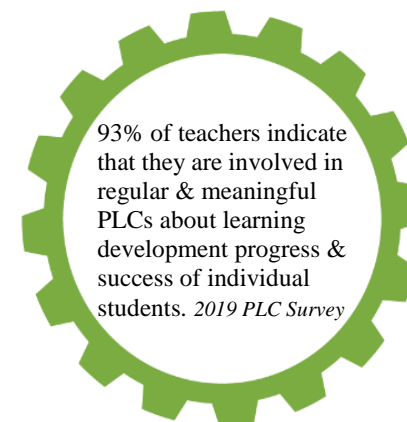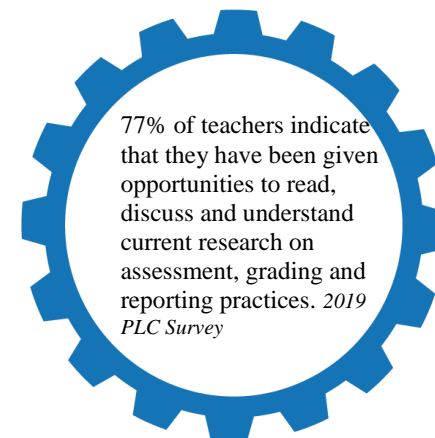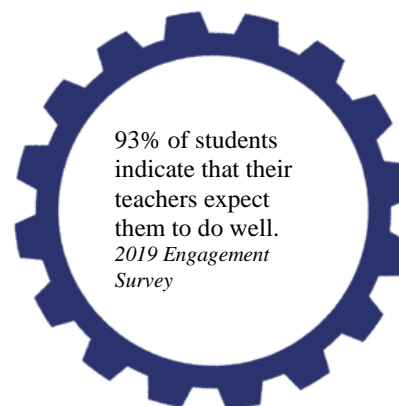
◦ Demonstrate growth in all perceptual areas of the FSD intellectual engagement survey.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Stories of student & staff success.

77% of teachers indicate that they have been given opportunities to read, discuss and understand current research on assessment, grading and reporting practices. *2019 PLC Survey*

93% of students indicate that their teachers expect them to do well. *2019 Engagement Survey*

92% of students indicate that their teachers expect them to improve. *2019 Engagement Survey*

93% of teachers indicate that they are involved in regular & meaningful PLCs about learning development progress & success of individual students. *2019 PLC Survey*

Provincial Exams 2019				
Grade 6 PAT	Acceptable		Excellence	
	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

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

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

Alberta Education Outcome 2: First Nations, Métis and Inuit Students in Alberta are Successful

Goal 5: First Nations, Métis and Inuit learner achievement is continuously advanced

Strategic Plan 1 : Advance a system-wide comprehensive First Nations, Métis and Inuit Success Plan

Consistent with Alberta Education's First Nations, Métis and Inuit Education Policy Framework, Foothills School Division is committed to providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff and community. Foothills School Division is 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 these relationships can lead to a shift in thinking and attitudes, increase inter-cultural understanding and appreciation of perspective and experiences that contributes to student success.

Actions	Performance Measures
1. Calls to Action: Foothills School Division continues to pursue opportunities and engage in practices to facilitate reconciliation within the school community including the use of Land Acknowledgements and the use of cultural practices as part of celebrations and ceremonies. 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 will 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. **2. Community Connections:** We continue to build connections with our First Nations communities, Elders, Traditional Knowledge Keepers and Cultural Advisors. Student success is best supported through collaboration with students, parents, school, Elders, Knowledge Keepers and Cultural Advisors, local leaders and community. Building and nurturing these relationships can lead to a shift in thinking and attitudes, increased inter-cultural understanding and appreciation of perspective and experiences that contributes to student success. **3. Foster a Culture of Belonging:** In Foothills School Division diversity is expected and celebrated. First Nations, Métis, and Inuit cultural activities and events will be encouraged and supported (Ex. Orange Shirt Day: A call for all Canadians to come together in the spirit of reconciliation). Foothills School Division will continue to support the facilitation of the Kairos Blanket Exercise to understand the history of colonialization and the trauma caused by residential schools. **4. Partnership with Chief Jacob Bearspaw:** Teachers are designing learning opportunities for the students from the two schools to learn together (Ex. Watershed Project). Students from Foothills Schools attend events at Chief Jacob Bearspaw School and the Eden Valley Reserve. Students from Chief Jacob Bearspaw attend events at	**Accountability Pillar Measures:** ◦ Increase percentage of First Nations, Métis and Inuit students who achieve an acceptable standard Grade 6/9 PATs and diploma examinations. ◦ Increase percentage of First Nations, Métis and Inuit students who achieve a standard of excellence on Grade 6/9 PATs and diploma examinations. ◦ Decreased Drop-out rate of First Nations, Métis and Inuit students between the ages of 14 and 18. ◦ Increase percentage of First Nations, Métis and Inuit students who complete high school within 3 years of entering grade 10. ◦Increase high school to post-secondary transition rate of First Nations, Métis and Inuit students within 6 years of entering grade 10. ◦ Increase percentage of Grade 12 First Nations, Métis and Inuit students eligible for a Rutherford Scholarship. ◦ Increase percentage of First Nations, Métis and Inuit students writing four or more

Foothills Schools. Open communication and collaborative meetings between Stoney Education Authority and Foothills School Division, as well as, between Chief Jacob Bearspaw School, Longview School and Oilfields School support student success. Participation in professional learning, athletics and cultural events and activities (Ex. Cultural Days, Indigenous Games, Pow Wows) occur between schools and educational divisions and authorities.

5. High Quality instructional Program and Services: In Foothills School Division, we believe in learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally in achieving their full potential. We foster a culture of belonging where diversity is expected and celebrated, where each learner is welcomed, cared for, respected and safe. We work on ensuring that our students and staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit Cultures, languages and histories, the importance of Treaties and the legacy of residential schools, to strengthen and support the learning experiences and success of all students. Current data and evidence are assessed and strategies implemented to maximize the academic and social/emotional success of First Nations, Métis and Inuit students.

6. Continuum of Supports: 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 are in place to ensure we close the gap for learners.

7. Targeted Programs, Support and Services: Target programs, support and services will be provided to Longview School and Oilfields School to support our Stoney First Nations students from Eden Valley (Ex. Cultural experiences, Stoney Language Learning Opportunities in partnership with Elders, learning opportunities).

8. First Nations, Métis and Inuit Student Success Plan: 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.

9. First Nations, Métis and Inuit Success Coach: The Success Coach will build capacity of staff by providing sessions on designing learning that is representative of Indigenous worldviews. The Success Coach will make connections with students, teachers and administrators from all schools to support and improve learning. The Success Coach will contribute to safe learning spaces and schools where First Nations, Métis and Inuit recognize themselves in the curriculum and feel welcomed. They are engaged in learning and empowered to have success in school and beyond. The Success Coach will work closely with students, parents, families and community to facilitate engagement in school and student success.

diploma exams within three years of entering grade 10.

Assurance Measures:
◦ Increase attendance of First Nations, Métis and Inuit students.
◦ Evidence of gap in targeted areas being closed for First Nations, Métis and Inuit Students.
◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
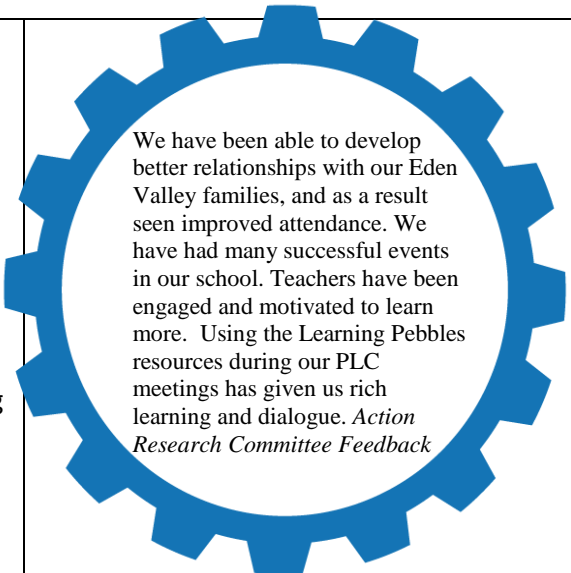◦ Stories of student and staff success.

Continuing trend of improvement and growth in First Nations, Métis & Inuit Outcomes: **Excellence** in High School Completion
2019 Accountability Pillar Measure

10. Action Research: Foothills School Division will continue to strengthen instructional leadership through the First Nations, Métis and Inuit Action Research Cohort. Lead learners from each school participate in the Action Research Cohort. Action Research includes one or more teachers from each school who gather regularly throughout the year to learn together. Action Research teachers support building capacity of their schools by sharing their learning and modeling pedagogy. They develop teaching and learning strategies to support First Nations, Métis and Inuit learning outcomes. The learning focus for Action Research this year is at the universal end of the continuum of supports with ensuring safe, caring and welcoming cultures where the worldviews and ways of knowing and doing of our Indigenous people is visible and represented in the classroom.

11. High Quality Professional Learning Opportunities on First Nations, Métis and Inuit learning: A priority of ensuring safe, caring, and welcoming spaces that respect and acknowledge Indigenous ways of knowing and doing supports the focus of our professional learning opportunities. Learning Services is ensuring Indigenous Ways of Knowing sessions at each of the System Learning Days (November: Indigenous Content and the new TQS and March: Indigenous Education Resources - Where do I start?) and throughout the year with the support of the Learning Services Team.

12. Communities of Practice: Collaborative learning is available for all to access through a First Nations, Métis and Inuit Community of Practice, which has included a learning session on Indigenous Ways of Knowing (ATA workshop).

13. Capacity Building: Learning Services will develop tools to be able to ensure conversations about ensuring the worldviews of Indigenous people are included in teacher design work. Ensuring the sharing of resources across the system will also be an area of focus.

14. First Nations, Métis and Inuit Resources: 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 are learning and collaborating to ensure our 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.

We have been able to develop better relationships with our Eden Valley families, and as a result seen improved attendance. We have had many successful events in our school. Teachers have been engaged and motivated to learn more. Using the Learning Pebbles resources during our PLC meetings has given us rich learning and dialogue. *Action Research Committee Feedback*

Continuing trend of improvement and growth in First Nations, Métis & Inuit Outcomes:
◦ **Good** in Diploma Acceptable level
◦ **Good** in Diploma Participation
◦ **Good** in Transition Rate
Accountability Pillar Measure

Success for each learner

Ensure and maintain Division wide excellence in teaching, learning and leadership

Alberta Education Outcome 3: Alberta has Excellent Teachers, School Leaders and School Authority Leaders

Goal 6: Learners are meaningfully engaged

Strategic Plan A: Advance a system-wide approach to design learning and instruction for continuous growth and improvement, innovation and creativity

Foothills School Division has prioritized creating a common dialogue for and about teaching for depth of understanding and transfer across our system. The layers to the conversation include a common resource for all teachers, System Learning days, facilitated sessions committed to engaging in this conversation, and an instructional coach team who is advancing understanding through school based work with teachers. This conversation weaves the threads of engagement for all learners, the principles of Universal Design for Learning, and the tools for designing learning through a conceptual lens. As we prepare students to be the leaders of tomorrow, teaching through a conceptual lens allows us to engage them as thinkers, innovators and creative problem solvers as they build an understanding of how the world is organized.
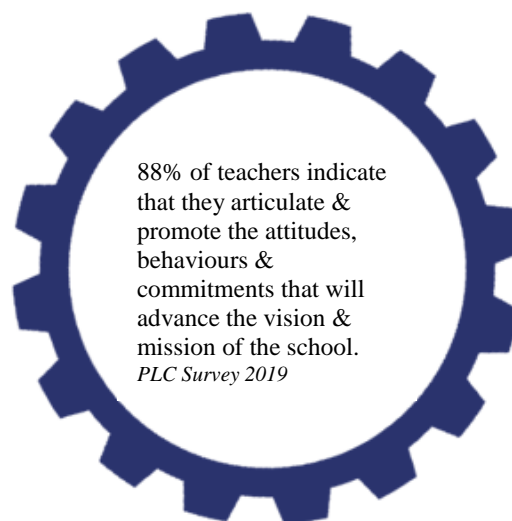
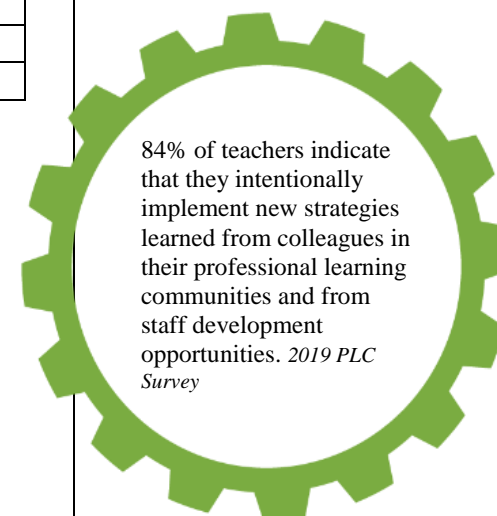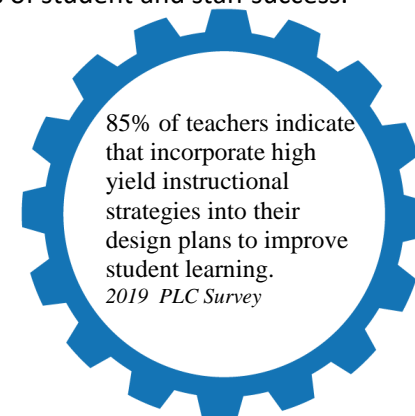| Actions	Performance Measures
1. Shared Excellence Commitments: Schools will all focus on key goals within each of the Engagement, Support and Success Priorities to ensure quality teaching that results in optimum student learning. **2. Continuous Growth and Improvement:** School Improvement Plans for each school will focus on key goals that align with Board and Division priorities and goals. Schools are all using a common template aligned to the board priorities and clustered under Engagement, Support and Success for each learner. Communities of Practice are held at each of the school sites to allow administrators to learn from what they see in one another's schools. **3. High Quality Professional Learning on Teaching for Conceptual Understanding and Transfer:** All certificated staff will receive common foundational resources. All certificated staff will attend two workshops on system learning days to engage in common learning and dialogue with colleagues using the common resources. System Learning days includes facilitated breakout sessions on designing learning using the tools of concept based learning to engage students in rich provocations and inquiry. **4. Learning Services Team:** Will attend Zone 5 sessions to support the design of a "Thinking Map" for teachers. The team will carry a common language and vision for designing learning into conversations in schools with teachers and staff teams. **5. Staff Learning Link:** Learning Services will promote the use of the Staff Learning Link. The Learning Services Team populate and maintain the Staff Learning Link with key resources. Technology Services changed the Foothills Home Page to include the Staff Learning Link and provides access to all Foothills Staff. Staff Learning Link is promoted and used consistently by the Learning Services Team as they work across the division.	**Accountability Pillar Measures:** ◦ Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in servicing received from the school, authority has been focused, systematic and contributed significantly to their ongoing professional growth. ◦ Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved/stayed the say the last 3 years. **Assurance Measures:** ◦ Feedback on professional learning opportunities provided through ThoughtExchange/surveys. ◦ Foothills Administrator's Association feedback. ◦Tracking usage and feedback on Staff Learning Link.

6. Common Resources: Learning Services has created a shared folder of tools to draw on when designing learning for schools to ensure consistency of key messages. Learning Services continues to create slide decks to share with Administrators and to post on the Staff learning Link that share key messaging. The slide decks are pushed out to the system and promoted as tools to use when leading whole staff conversations as well as when building understanding in learning teams.

◦ Evidence of impact through stories, videos, pictures, learning sprints and other digital anecdotes.
◦ Stories of student and staff success.

Accountability Pillar Measures	In-Service Jurisdictional Needs
Percentage of teachers reporting that in the past 3-5 years the professional development and in-service received from the school authority has been focused, systematic & contributed significant to their ongoing professional growth	84.5%
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have:	
• Been focused on the priorities of the jurisdiction	92%
• Effectively addressed your professional development needs	80%
• Significantly contributed to your ongoing professional development	81%

85% of teachers indicate that incorporate high yield instructional strategies into their design plans to improve student learning. *2019 PLC Survey*

88% of teachers indicate that they articulate & promote the attitudes, behaviours & commitments that will advance the vision & mission of the school. *PLC Survey 2019*

84% of teachers indicate that they intentionally implement new strategies learned from colleagues in their professional learning communities and from staff development opportunities. *2019 PLC Survey*

Framework for Learning

Deepen understanding of the
Foothills School Division Framework for Learning

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