

# Success

*for each learner*

Excellence in teaching, learning and leadership.

## Student Growth and Achievement

**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 student success.

### Key insights from results analysis of Student Growth and Achievement Strategies

#### **Advance Innovation and Design**

- FSD will continue to deepen understanding of outcomes and competencies through comprehensive, robust programs (ex. Maker-centered/CTF/CTS) that engage learners in authentic, real-world, hands-on learning experiences that are connected and aligned. FSD will continue to implement the Innovation and Design Framework and Career Futures. Our innovative learning environments will engage and empower students to explore interests, engage in design thinking and build competencies. FSD will foster collaboration and community partnership in designing learning and provide programming that support innovation, design, competency development, citizenship and career and post-secondary exploration and experiences to prepare students for the future.
- FSD will continue to cultivate innovation, creativity, inquiry and technological approaches to enrich and enhance learning experiences. Unlocking technology in transforming learning will continue to advance student growth and achievement with increased opportunities, flexibility, possibilities, accessibility and engagement.

#### **Advance Learning for Transfer**

- FSD will continue to focus on developing lifelong learners who are able to transfer their knowledge, skills, and competencies into current and future lives. Teachers will continue to create engaging learning experiences that are grounded in research and designed to develop competencies for successful learners. Our Division aims to inspire learners to take steps to develop into competent and productive members of our local, national and global communities.

#### **Advance Literacy and Numeracy**

- FSD will continue to emphasize strong literacy and numeracy skill development through high-quality design, instruction and assessment practices and strategies utilizing the literacy and numeracy framework and excellence commitments. Shared wiser practices include strong universal approaches to instruction and include a continuum of supports and interventions that address and close gaps in student learning and ensures student success so that there is growth and improvement in the number of students at or above grade level in both literacy and numeracy (English and French). Utilizing high-yield literacy and numeracy instructional strategies and interventions will lead to increased student success.
- FSD will continue to use common points of evidence gathered, accessed and analyzed by staff to assess the impact of literacy and numeracy strategies on student learning. Areas of strength, areas for growth and improvement are identified and inform next steps in supporting literacy and numeracy learning.
- FSD will continue to improve learning outcomes on Provincial Achievement Tests, Diploma Exams and local measures in literacy (GRADE & RRST) and Math (MIPI) by developing the eight forces of a thinking culture and increased application of thinking routines and learning for transfer to deepen understanding of competencies and curriculum to improve and achieve excellence in student learning and achievement.

**Advance First Nations, Métis and Inuit student success**

- FSD will continue to work closely with students, parents, families and the community to facilitate engagement in school and student success. Student success is a shared responsibility that is best supported through collaboration with students, parents, school, Elders, Knowledge Keepers and Cultural Advisors, local leaders and community. Building and nurturing relationships and connections with our First Nations communities and families leads to a shift in thinking and attitudes, increasing inter-cultural understanding and appreciation of perspective and experiences that contributes to student success. Foothills School Division and Stoney Nakoda Education Authority continue to work together in partnership to design learning opportunities for students. FSD will provide high quality instructional programs and educational services to our Indigenous students, ensuring the advancement of a continuum of supports for our First Nations, Métis and Inuit students. At the universal end of the continuum, the learning is focused on ensuring Indigenous worldviews and cultures are evident and visible in each classroom in each school. At the targeted end of the continuum, individualized supports and targeted programs ensure individualized supports are in place to meet students where they are at and develop literacy, numeracy, and competency development to support student success and achievement.
- FSD will continue to be committed to improving education outcomes and creating opportunities for our First Nations, Métis and Inuit students with the implementation of the FSD Truth and Reconciliation Learner Success Toolkit to support of student attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary exploration.
- FSD will continue to pursue opportunities and engage in practices to facilitate reconciliation within the school community through the use of Land Acknowledgements, Circle of Courage, First Nations, Metis, and Inuit Lead Teachers and the use of cultural practices as part of celebrations and ceremonies to foster a culture of belonging and create a safe, caring, welcoming, respectful and inclusive learning environment. FSD supports school communities in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff and community. Students and staff continue to recognize and respect cultural practices and the role, participation and expertise of Elders, Knowledge Keepers and Cultural Advisors in the school, classroom and during school activities, assemblies, events and celebrations.

- FSD builds capacity of staff by continuing to provide sessions on designing learning that is representative of Indigenous worldviews. FSD continues to make connections with students, teachers, and administrators from all schools to support the incorporation of foundational knowledge of First Nations, Metis, and Inuit in all grade levels across the division to improve learning. FSD works with schools to provide leadership and learning opportunities to create and support allies, while fostering safe and welcoming learning environments for First Nations, Metis, and Inuit students.

### **Goals**

Advance innovation and design.

Advance learning for transfer.

Advance First Nations, Métis and Inuit student success.

Advance literacy and numeracy.

### **Outcomes**

- Learners are successful.
- First Nations, Métis and Inuit learners are successful.
- Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.
- Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Learners are literate and numerate.
- Students will have the literacy and numeracy competency to engage in learning across the content areas.
- Learners are innovators and designers.
- Learners learn for transfer.
- Developed learning competencies.
- 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.

### **Indicators**

- Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.
- Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written).
- Improvement in foundational numeracy and mathematical knowledge and skills for all students
- Students utilize design thinking through maker-centered learning, CTF and CTS learning opportunities and experiences.
- Students cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences.
- Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.

- Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
- Improved programs, services, and strategies for First Nations, Métis and Inuit student success.
- All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- The FSD First Nations, Métis, and Inuit Success in School Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs.
- Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

### Measures

#### Provincial

- **Program of Studies:** Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Drop-out Rate:** Percentage of students who have dropped out.
- **High School Completion Rate:** Percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year.
- **Transition Rates:** Percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10.
- **Rutherford Scholarship:** Percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.
- **Exam Participation Rate:** Percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school.
- **Work Preparation:** Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Lifelong Learning:** Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma):**
  - Percentage of students who achieved the acceptable standard on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
  - Percentage of students who achieved the excellence standard on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
  - Percentage of students who achieved the acceptable standard on Grade 12 diploma exams.
  - Percentage of students who achieved the excellence standard on Grade 12 diploma exams.

## Local

- **RRST (Reading Readiness in English & French):** Percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **GB+ & DRA (Literacy Assessments in French):** Percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- **MIPI (Math Assessment in English & French):** Percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- myBlueprint Usage rates
- **Evidence of principles and practices** that tell the story of learning and provide assurance of continuous improvement and student growth and achievement.
  - professional learning evidence
  - classroom evidence
  - stakeholder voice

## Strategies to Advance Innovation and Design

- **Advance systemic staff capacity for implementation of the *Framework for Innovation and Design: Learning for Transfer - Implementation of “Maker-centered Learning”, CTF and CTS and within Foothills School Division as a strategy for engagement and future career orientation for students.***
  - Lead teacher cohort learning sessions
  - Foothills Administrator Association Learning
  - Learning Commons Facilitator Learning
  - Continued implementation support at all levels for the MyBlueprint ePortfolio and career exploration tool within the context of innovation, design and assessment, evaluation and reporting of student learning.
- **Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills Student.s**
  - Implementation Toolkits:
    - Develop staff implementation toolkit
    - Develop leadership and implementation toolkit
    - Parent and school council poster and website
  - Cross school collaborative learning through teacher cohorts
    - Common grade/division levels
    - Cross grade/division levels

- **Grow community partnerships that provide students with authentic industry experience and lasting local connections.**
  - Create a database of current and new industry, business and post secondary partnerships that support Innovation and Design and Off Campus programming.
  - Continue to work with Trades initiatives through the Educational Partnership Foundation.
  - Continue to work with Alberta Council on Admissions and Transfer around sustainable dual credit opportunities.
  
- **Celebrate learning and success to tell the story of student growth and achievement while providing evidence for future staff learning.**
  - Implementing the “Career Futures” designations to celebrate student success in a variety of career and competency areas.
  - Collect video exemplars of students demonstrating the through lines of design thinking, career exploration and competencies of a successful learner to share on the FSD website.
  - Leveraging the ePortfolio feature of MyBlueprint to share evidence of student learning with parents.
  - Collect and archive examples of classroom video, learning designs and student evidence to build capacity of teachers throughout FSD teachers.
  - Share exemplars of success with stakeholders including staff learning, FAA and School Councils.
  
- **Advance the use of myBlueprint as an ePortfolio and career exploration tool so that**
  - Students
    - Know who they are as a learner
    - Can reflect on their learning, understand their growth as learners and next steps for improvement
    - Can explore potential career aptitudes, interest and prospects and begin planning for their future
  - Parents
    - Can engage with their children around their learning.
    - Can witness their child’s story of student growth and achievement as it occurs.
  - Teachers
    - Can provide feedback and engage students and parents in reflection.
  - Other Stakeholders (For example potential employers)
    - Share student skills and competencies as a job or career portfolio.

### Strategies to Advance Literacy and Numeracy

- **Advance the development and application of divisionally developed Excellence Commitments to clarify the essential understandings, high-yield strategies, and resources available for teacher use in each classroom at each grade level to support student growth and achievement.**
  - Identify and apply the foundations (essential understandings) of literacy, English and French, and numeracy at each grade level
    - Increase familiarization with K-12 vertical alignment
  - Evidence of classroom practices, including design, instruction, assessment and evaluation, that reflect the use of high impact tools and strategies

- o Referral to, and use of, high-yield resources and websites made available to all stakeholders
- o Increase access to system level learning leaders to support the application of the commitments (e.g. support for staff meetings, PL days, PLTs, HITT Teams, COPs)
- **Advance the use and consistent application of all Local Measures (grade level assessments in literacy and numeracy) to inform teacher practice and support student growth and achievement.**
  - o Increase access and referral to the [FSD Assessment and Survey Schedule](#)
  - o Model a positive disposition with all stakeholders to encourage a growth mindset
  - o Engage in data protocol processes to analyze results across multiple sources (e.g. MIPI and SOS-Q, or GRADE/GB+ and Intellectual Engagement Survey)
  - o Apply results of the analysis to:
    - Design instruction for all levels along the Universal Design for Learning continuum
    - Flag students that may require a more in-depth diagnostic assessment to identify gaps in learning (e.g. Reading or Mathematics Running Record)
    - Guide the development of school education and professional learning plans
- Advance the ease of access and use of the Foothills School Division's **Staff Learning Link**, **Parent Learning Link** and **Student Learning Link** to benefit all stakeholders for student growth and achievement.
  - o Improve ease of navigation, with regular and periodic updates, across all 3 sites
  - o Increase evidence of stakeholders' accessing and implementing the high-quality learning links
  - o Increase awareness of high quality personal and professional learning
  - o Staff Learning Link: Access and application of information found in division created reports and resources (e.g. conference slides; FAA slide decks; ATA resources; curriculum links and supports)
- **Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.**
  - o Evidence of a well-balanced approach to literacy and numeracy instruction, where multiple processes and concepts are visible
  - o Intentional organization and implementation of design, instruction, assessment, and evaluation that embeds multiple outcomes/strands and guides next steps
    - Evidence of:
      - iterative learning
      - spiraling and spaced practice
      - lines of inquiry

within and across content areas to deepen learning and increase the ability to transfer information to multiple subjects
  - o Evidence of student application of literacy and numeracy within and across curricula, and beyond the school building

## Strategies to Advance First Nations, Métis and Inuit student success.

- **Continue to advance Parent and Community Engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.**
  - Indigenous Advisory Council and Reconciliation and Visibility Committee will seek student and community voice and guidance pertaining to school and system-wide plans.
  - Partnership Projects with local Indigenous community schools.
  - Seek meaningful input from Indigenous community members through school council meetings, engagement surveys, and inviting a community member to participate in board meetings.
  
- **Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.**
  - Engage in the process of an environmental scan
  - Advance the use of a Circle of Courage model of resiliency
  - Advance understanding of teaching from the principle of two-eyed seeing
  - Ensure the regular, meaningful use of land acknowledgements
  - Recognize First Nation, Métis and Inuit contributions within school and system-wide celebrations
  
- **Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.**
  - Authentic resources shared through The Truth & Reconciliation For Learner Success Toolkit, First Nation, Métis and Inuit Staff Learning Link, and Indigenous Resource kits through IMC.
  - Instructional Practices supported by Indigenous Learning Facilitator and teacher meetings, co-instructing, and co-planning.
  - System-wide focuses on foundational teachings:
    - Medicine wheel wellness
    - Circle of Courage philosophy of resiliency
    - Character Education
    - Land-based learning
    - Two-eyed Seeing
    - Past historical events and contemporary issues
  
- **Continue to provide varied Professional Learning opportunities for stakeholders to develop collective efficacy to advance truth and reconciliation for the success of each learner.**
  - Publishing and sharing The Truth & Reconciliation For Learner Success Toolkit with stakeholders
    - Professional Learning to support release of Toolkit
    - Involvement of a Student Panel



- Regular communication of resources and learning opportunities
  - Staff Learning Link
  - IMC
  - Monthly facilitator and director reports
- Shared Leadership
  - Lead Teachers
  - Student Advisory
- Support and create allies
  - School Council presentations
  - Support teachers with teaching curriculum that shares
- Professional Learning opportunities
  - Collaborative Learning Mornings
  - Lead Teachers
- **Continue to provide a continuum of Student Supports to promote Indigenous Student Success.**
  - Publishing the The Truth & Reconciliation For Learner Success Toolkit to be shared with all schools in support of First Nations, Métis and Inuit student success
  - Ensuring access to continuum of supports
    - Breakfast and lunch programs
    - Utilize and work with Jordan's Principle, First Nation's Health Consortium, Métis Nation of Alberta, and local agencies
    - Cultural rooms, groups, excursions, and activities
  - Recognize and celebrate Indigenous graduates with Elder, Knowledge Keeper, and community members to honour and gift with traditional blanket and Métis sash
  - Supporting post secondary opportunities
    - funding support
    - application support
    - communication with families

### Strategies to Advance Learning for Transfer.

- **Advance the system wide use of the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers through ongoing learning opportunities to support teachers with planning for deep and transfer learning in any learning environment for optimum student success.**
  - Enduring understandings that frame learning under organizing concepts
  - Learning cycles framed under big ideas

- design thinking
  - iterative learning
  - spiraling and spaced practice
  - lines of inquiry
- **Advance the use of the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers to provide ongoing learning opportunities focusing on increasing the understanding and use of high yield instructional tools and strategies in any learning environment to ensure student success.**
  - Rich learning tasks
  - Essential questions that frame learning
  - Teaching for conceptual understanding tools
  - Creating thinking classrooms tools
- **Advance student success by increasing understanding of the principles and impact of continuous teacher assessment, evaluation, and reporting through the *Sustained Conceptual Learning for Depth and Transfer Planning Guide* developed for Alberta teachers to ensure powerful assessment practices.**
  - Observations, Products and Conversations in any learning environment
  - Flexible use of assessment and evaluation tasks in any learning environment
  - Student capable learner tools in any learning environment
- **Advance awareness of high impact, research based assessment *principles* and *practices* to achieve optimal student success in any learning environment.**
  - Use of principles and practices in the ***12 Fixes Assessment Course***
    - All staff will complete the course in fall of 2021
    - School leadership teams will be provided with learning resources to augment the 12 Fixes Assessment Course
    - Resources to support the 12 Fixes Assessment Course and deepen the learning will be shared system wide on the Staff Learning Link
    - Collaborative Learning Mornings will include sessions to sustain and deepen the assessment conversation
  - Use of ***Sustained Conceptual Learning for Depth and Transfer Planning Guide***
    - Learning sessions supporting staff with using the tools in the Planning Guide to advance the assessment principles and practices in AP 360 and in the assessment course will be included on Collaborative Learning Mornings
  - Build common understanding of **AP 360** across the system
  - Leveraging **ePortfolio feature of MyBlueprint** as evidence of student engagement and success
- **Support teachers with foundational learning in preparation for a new Alberta curriculum.**
  - Create common Professional Learning Playlists to be used within schools and across professional learning teams to support engagement with the new curriculum

- Provide optional after school Grade-group Collaborative meetings focused on:
  - unpacking the curriculum and how to identify organizing concepts for planning
  - learning from successes and challenges
- Ensure Collaborative Learning Mornings and Lead Teacher structures align with the intent of and essential ideas in the Ministerial Order, and the Guiding Framework for the Development of New Curriculum, to prepare staff for the shift
- Work with the Calgary Regional Consortium in preparation for the new curriculum
- Collection of evidence and exemplars of design, instruction and assessment organized around/through new curriculum outcomes to share ideas, collaborate and design learning.

## FSD Links for Assurance

***For Further Information Follow Links to***

**The Truth and Reconciliation For Learner Success Toolkit  
Literacy and Numeracy Excellence Commitments (English and French)**

**[FSD Staff Learning Link](#)**

**[FSD Parent Learning Link](#)**

**[FSD Student Learning Link](#)**

**[FSD Framework for Learning](#)**

**[FSD Continuity of Learning](#)**

**[Design and Assessment](#)**

**[First Nations, Métis and Inuit](#)**

**[Literacy and Numeracy](#)**

**[French Services](#)**

**[Early Learning](#)**

**[Innovation and Design/Career Futures](#)**