

### Year 3 - Foothills Digital School Annual Education Results Report 2023-24

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

[Foothills Digital School Education Plan - 2021-2024- year 3](#)

[Foothills Digital School Webpage](#)

### School Land Acknowledgement- Created by our Students

*In the spirit of respect, reciprocity, and truth, I honour and acknowledge that I live and work on Treaties Six, Seven, and Eight territories, the home of the Blackfoot Confederacy and the first peoples of southern Alberta including the Siksika, Piikani, Kainai, Tsuut'ina, and Stoney Nakoda First Nations. This land is also the proud home to the Métis Nation of Alberta Region One through Six. I pay my respects to the histories, languages, and cultures of the Indigenous Peoples of this land and esteem our relationship with one another. I acknowledge all Indigenous peoples of the world who have cared for the land, water, and animals for the benefit of future generations of the global community.*

#### 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!

#### Priorities

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

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

**Success:** Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

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

[Board Policy 14: A Place for All](#)

### Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in [FSD Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Foothills Digital School (FDS) offers full-time educational online learning for students in grades 1-12. Skilled and caring staff facilitate this innovative, high-quality learning experience. Learners meet the outcomes as outlined in The Alberta Programs of Study. We became an official school called Hub@Home during the 2021-2022 school year. The school name is now Foothills Digital School, to better reflect our mission to provide access to equitable, optimum and flexible learning experiences for students in Alberta.

Foothills Digital School learning is designed to provide greater flexibility in when and where students can access their learning. Our school is available to all families with an Alberta address, returning grade 12's who are upgrading and adult learners. Our demographic also consists of high school students with Foothills School Division taking one course.

We are primarily an online learning school located in Okotoks Alberta. Staff attend in person, providing a climate of collaboration and community building as well as the sharing of high-quality resources. Community and relationships are an integral part of Foothills Digital School. As such, families can access their teachers and the principal directly through email, chat, virtually or in person. Further to this, some in-person activities are available for those able to attend. These are being further developed based on needs of the school.

Our learning for grades 1-9 is taught virtually, with the students attending lessons for 1-3 hours daily. Some families worked more independently upon consultation with the principal and teaching staff. Students from grade 1-12 work more independently and pacing is based on the needs of the student. Learning occurs through Moodle, an online platform. Students communicate teachers and the principal directly through email, chat, virtually or in person. Our school continues to evolve based on data and feedback from our stakeholders. We are excited about our 2022-2023 school year and our continued growth as a non-traditional school that meets the needs of a variety of learners in today's society.

*Following one-on-one meetings with staff in January 2023- here are the following themes that emerged. All of which are reflective in the next steps in this Annual Education Results Report:*

*1. Blended Education: The concept of blended education, combining online and in-person learning, is discussed. The flexibility and freedom of access offered by online learning are appreciated, while the importance of face-to-face interactions and instructional support is acknowledged.*

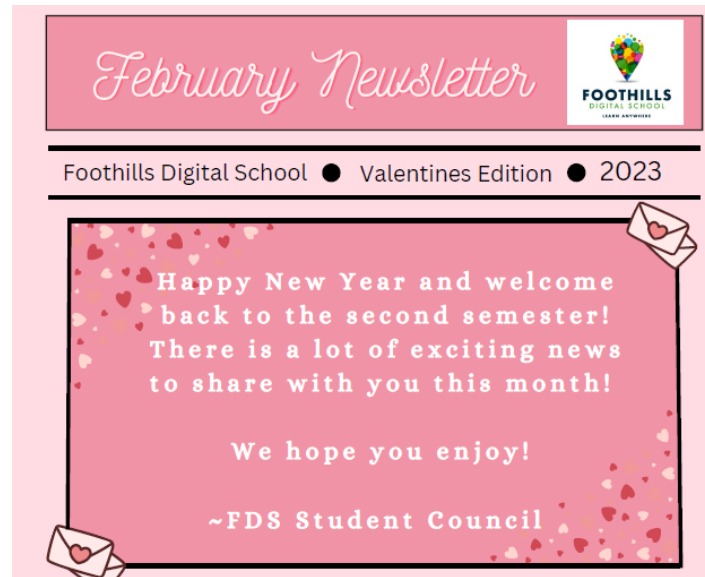
*2. Individualized Learning: The focus on individualized learning is prominent. Students' unique needs and abilities are considered, and efforts are made to provide personalized support and resources.*

- 3. Student Success and Support: The success and support of students are key concerns. The importance of home support and student readiness for online learning are mentioned. The need for clear communication, accountability, and structured systems to ensure student success is emphasized.*
- 4. Building Connections and Relationships: Building connections with students and families is valued. Strong relationships between teachers and students are seen as crucial for effective learning. The benefits of knowing families well and providing support through education are highlighted.*
- 5. Flexibility and Creativity: Flexibility in scheduling and course offerings is seen as a strength of digital schools. The ability to be creative in course development and instructional approaches is appreciated. There is a desire to continue expanding and adapting the program to meet diverse needs.*
- 6. Challenges and Areas for Improvement: Various challenges are mentioned, such as managing time, providing on-the-fly adjustments, addressing avoidance, and ensuring sufficient student support. The need for clearer expectations, more structure, improved communication with traditional schools, and better access to lab work are also identified as areas for improvement.*
- 7. Teacher Collaboration and Professional Growth: Collaboration among teachers and the positive experience of working as a team are mentioned. Professional growth and opportunities to design and develop courses are valued. There is a desire for expanded staff and the development of innovative courses.*
- 8. Student Advocacy and Promotion: There is a desire to advocate for the digital school and promote its benefits. Clarifying the school's identity and purpose to facilitate course design and student support is seen as important. Advertising and improved communication with other schools are mentioned as means to increase awareness and participation.*
- 9. Infrastructure and Resources: The need for better facilities, functional spaces, and access to lab work is highlighted. Improving the learning environment and expanding resources for practical and interactive experiences, particularly in science, is desired.*
- 10. Student Progress Monitoring and School Liaison: The importance of monitoring student progress, communicating with traditional schools, and liaising with other high schools is mentioned. Developing a system to keep track of students' performance and ensuring supervision and support are discussed.*

## School Highlights and Celebrations



Our in-person graduation ceremony is well attended by those near and far. We had students attend via live stream and guests too!



Foothills Digital School cultivates a strong student council that promotes newsletters, events and fundraising opportunities.

The student voice provides us great student perspective.



Dual credit programming and work experience offered many students the option to pursue their post-secondary careers while finishing high school.



everyherewegoishome  
Giza pyramid complex



Learning anytime, anywhere has offered our students the flexibility to travel and engage in formal learning while travelling.

This is one example of how our flexibility boasts learning, anytime and anywhere.



Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	81%	High
Citizenship	82%	High
Education Quality	85%	High
Lifelong Learning	71%	High
Parental Involvement	76%	High
Program Access	82%	High
Program of Studies	75%	High
Program of Studies/At risk students	81%	High
Safe and Caring Schools	90%	Very High
School Improvement	65%	Low
Student Learning Engagement	82%	High
Welcoming Caring Responsive Student Learning Environment	91%	Very High
Work Preparation	90%	Very High

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	89.2	n/a
Citizenship	86.4	Very High
Education Quality	93.7	Very High
Lifelong Learning	100	Very High
Parental Involvement	83.3	Very High
Program Access	65.3	Low
Program of Studies	68.2	High

Program of Studies/At risk students	89.2	High
Safe and Caring Schools	92.1	Very High
School Improvement	91.1	Very High
Student Learning Engagement	86.9	n/a
Welcoming Caring Responsive Student Learning Environment	88.9	n/a
Work Preparation	100	Very High

**Measure Evaluation**

**Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)**

**Goal Achievement Measure**

Very Low     
 Low     
 Intermediate     
 High     
 Very High

*Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.*

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

## Engagement

Foothills Digital School is an innovative educational institution catering to students from grades 1 to 12. As a school that is currently in the development phase, Foothills Digital School is focused on creating and advancing stakeholder engagement to foster a strong sense of community and ensure the best possible educational experience for its students. The school has implemented various strategies to build and support stakeholder engagement, including the establishment of online opportunities for student engagement, the creation of professional learning communities, regular newsletters to parents, collaboration with local agencies to provide wrap-around services for students, and continuous updates through newsletters and the school's website.

One of the key strategies employed by Foothills Digital School is the utilization of online platforms and tools to create opportunities for student engagement. By leveraging digital resources, the school encourages active participation and collaboration among students, fostering a dynamic and interactive learning environment. This approach not only enhances student engagement but also promotes the development of vital 21st-century skills.

In addition, Foothills Digital School recognizes the importance of fostering collaboration and professional growth among its staff. The creation of professional learning communities allows educators to share ideas, exchange best practices, and collaborate on improving instructional strategies. This collaborative approach empowers teachers to continuously develop their skills and deliver high-quality education to their students.

To ensure effective communication with parents and guardians, Foothills Digital School regularly distributes newsletters. These newsletters serve as a means to keep parents informed about school activities, upcoming events, and important updates. By maintaining an open line of communication, the school strives to involve parents in their child's education, encouraging their active participation and support.

Recognizing the diverse needs of its students, Foothills Digital School collaborates with local agencies to provide wrap-around services. This partnership ensures that students have access to the necessary resources and support beyond the traditional classroom environment. By addressing students' holistic needs, the school aims to create an inclusive and nurturing learning environment.

To keep stakeholders informed and engaged, Foothills Digital School provides continuous updates through newsletters and its website. By regularly sharing relevant information, such as curriculum updates, school policies, and upcoming events, the school promotes transparency and encourages stakeholder involvement. This approach fosters a sense of community and encourages stakeholders to actively participate in shaping the school's development.

In summary, Foothills Digital School is dedicated to building and advancing stakeholder engagement as it develops its structures and systems. By utilizing online platforms for student engagement, creating professional learning communities, maintaining regular communication through newsletters, collaborating with local agencies for wrap-around services, and providing continuous updates, the school strives to create a supportive and inclusive learning environment that involves all stakeholders in the educational journey of its students.

### Stakeholder Engagement Results Analysis

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications</b></p> <p>Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>• governance aligns with and is responsive to the needs and expectations of the learning community</li> <li>• stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system</li> <li>• communication provides assurance</li> </ul>	<ul style="list-style-type: none"> <li>• measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division</li> <li>• stakeholder engagement informed decision making and education plans</li> <li>• education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding</li> </ul>

### Measures and Targets

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

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

#### Provincial

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

### Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

<b>Strategies</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Student Engagement: Building opportunities for students to engage with each other online and design for transfer; within the framework of the Community of Inquiry for online learning</b>	<b>High</b>
<b>Staff Engagement: The creation of cross-curricular professional development learning communities to engage in course design and design for transfer</b>	<b>High</b>
<b>Parent Engagement: Regular updates from teachers regarding student progress and engagement</b>	<b>Very High</b>
<b>Community Engagement: Collaboration with local agencies to support wrap-around services for students</b>	<b>High</b>
<b>Communications: Continue to update the new website to reflect FDS events and policies; moved to a monthly newsletter</b>	<b>High</b>

format; timely emails when action is required from families

**Areas of Strength:**

- Student Council established and active.
- Teachers communicate individually to students and parents

**Areas for Growth:**

- Evaluate the purpose of a school council in a digital school environment

**Next Steps:**

- Building opportunities for students to engage with each other online and design for transfer; within the framework of the Community of Inquiry for online learning.
- Staff Engagement – The creation of cross-curricular professional learning communities to engage in course design and design for transfer.
- Parent Engagement – Regular communication from teachers regarding student progress and engagement (As per the System of Reporting).
- Community Engagement – Collaboration with local agencies to support wrap-around services for students.
- Communications – Continue to update the new website to reflect FDS events and policies; move to monthly newsletter format; timely emails when action is required from families.

*\*Foothills Digital School experienced an administrative change in January of 2023. The school continues to experience a shift in demographic and purpose which had an influence, specifically the “Parent Council” strategy.*

**Continuous Improvement Results Analysis**

<b>Goal</b>	<b>Outcomes</b>	<b>Indicators</b>
<p><b>Desired Result</b> Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>• building relationships</li> <li>• engaging with education partners and stakeholders</li> </ul>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>• curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> </ul>

	<ul style="list-style-type: none"> <li>• creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>• Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> <li>• Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities</li> <li>• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>• fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements</li> <li>• provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul>
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- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

**Local**

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality		Parental Involvement		Continuous Improvement	
2020-2021	n/a		n/a		n/a	
2021-2022	94.5%		98.3%		78.0%	
2022-2023	86.4%		97.5%		73.6%	
2023-2024	93.7%		83.3%		91.1%	
Evaluation	Very High	Maintained	Very High	Maintained	Very High	Improved



**FSD Assurance Survey (Parent):** Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	89%	78%	93%	79%	78%	77%
2022-2023	91%	76%	94%	76%	85%	76%
2023-2024	74%	57%	80%	74%	78%	67%
Evaluation	High	Low	High	Intermediate	High	Intermediate

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Create clear structures and systems for staff, student, parent, and community involvement (student and parent voice)	High
Strategy 2: Continued regular professional development meetings to forward development regarding course redesign. Work with Garfield Gini-Newman to build and understanding of student engagement in a digital environment.	Intermediate

**Areas of Strength:**

- Student Council participation and engagement
- Student learning engagement and education quality are high

**Areas for Growth:**

- Finding ways to promote citizenship and parental involvement in a digital setting
- Continue to highlight and make visible changes and improvements

**Next Steps:**

- Create clear structures and systems for staff, student, parent, and community involvement (student and parent voice)
- Continued regular professional development meetings to forward development regarding course redesign. Work with Garfield Gini-Newman to build an understanding of student engagement in a digital environment.

**Support****Our Story of Support**

Foothills Digital School, a K-12 digital school, is committed to providing comprehensive support to students, ensuring their academic and personal success. Through various initiatives and programs, Foothills Digital School aims to advance access to student support and services, increase engagement in divisional data collection, establish a school-based student support team, and rebuild and define a continuum of support for all students, including those within other schools in Foothills School Division.

First and foremost, Foothills Digital School recognizes the importance of providing access to student support and services. Understanding that digital education presents unique challenges, the school has developed a school-based continuum of support. This continuum ensures that students have access to a range of resources and assistance throughout their academic journey. Whether it's academic tutoring, counseling services, or specialized support for students with learning differences, Foothills Digital School strives to meet the diverse needs of its students.

To enhance student support and services, Foothills Digital School has also increased engagement in divisional data collection. By collecting and analyzing data on student performance, engagement, and well-being, the school gains valuable insights into the needs of its students. This data-driven approach allows Foothills Digital School to identify areas for improvement and tailor support services accordingly. It also enables the school to monitor the progress of individual students, ensuring timely interventions when necessary.

Recognizing the importance of a collaborative approach, Foothills Digital School has established a dedicated school-based student support team. This team comprises professionals from various disciplines, including teachers, counselors, psychologists, and learning specialists. Together, they work closely to develop individualized support plans for students, address academic challenges, and provide social-emotional support. The student support team also collaborates with families, fostering strong partnerships to ensure a holistic and cohesive support system for each student.

Furthermore, Foothills Digital School is committed to rebuilding and defining a continuum of support for all students within the Foothills School Division. This extends beyond the boundaries of the digital school, encompassing support services for students in other schools within the division. By establishing a robust network of support across the division, Foothills Digital School aims to create a seamless transition for students, regardless of their educational setting. This comprehensive approach ensures that all students in the Foothills School Division have access to the necessary resources and support to thrive academically and personally.

In conclusion, Foothills Digital School is dedicated to supporting its students through various initiatives and programs. By advancing access to student support and services, increasing engagement in divisional data collection, establishing a school-based student support team, and defining a continuum

of support across the division, Foothills Digital School ensures that all students receive the necessary support to succeed in their educational journey. Through a collaborative and data-driven approach, the school strives to create an inclusive and supportive environment for all students within the Foothills School Division.

[FDS Draft Continuum of Supports](#)

**Learning Supports Results Analysis**

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b>	<b>Indicators</b>
<p style="text-align: center;"><b>Advance wellness and well-being</b></p> <p>Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• learners are active, healthy, and well</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>

<p><b>Advance our Continuum of Supports</b> Continue to develop and advance our continuum of support.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>
<p><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.</li> </ul>		

- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

**Local**

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

**Evidence and Key Insights**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring		Access to Supports and Services	
2020-2021	81%		73%	
2021-2022	89.4%		88.2%	
2022-2023	86.0%		89.1%	
2023-2024	92.1%		89.2%	
Evaluation	Very High	Growth	High	Maintained

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

above national norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	n/a	n/a	n/a	n/a	n/a
2021-2022	61%	61%	64%	21%	18%
2022-2023	77%	71%	63%	44%	50%
2023-2024	95%	79%	75%	71%	56%
Evaluation	Very High	High	High	High	Low

Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Provide access to student supports and services through our school-based continuum of support	Intermediate
Strategy 2: Increase student engagement in divisional data collection with emphasis on the SOS-Q	Low

**Areas of Strength:**

- Data sources show that students feel safe and cared for at FDS
- Teachers beginning to create a Community of Inquiry where students can feel connected their online community

**Areas for Growth:**

- Engaging students to regularly participate in online learning and teacher directed meetings
- Internal resilience and peer relationships are low, especially with our Grade 7-12 students

**Next Steps:**

- Provide access to student supports and services through our school-based continuum of support
- Increase student engagement in divisional data collection with emphasis on the SOSQ

<p align="center"><b>Strategies: Advance Continuum of Supports</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> As we develop our continuum of supports, make this support visible for all teachers, parents, and students so that they understand the system of support that is available in our school. All stakeholders will understand universal, targeted, and individualized supports are available.</p>	<p align="center"><b>Low</b></p>
<p><b>Strategy 2:</b> Establish a student support team to support learners and strengthen our continuum of supports.</p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 3:</b> Continue to promote and define Foothills Digital School’s role in the Foothills School Division’s continuum of supports for all students.</p>	<p align="center"><b>Very High</b></p>

**Areas of Strength:**

- Teachers are collaborative and understand the difference between universal and targeted supports for students
- Staff continue to learn through collaboration with Divisional Learning Coach about accommodations that can be built into courses, both universally and targeted.

**Areas for Growth:**

- Firm structure of the continuum of supports within FDS needs to be solidified so that all staff understand entirely that structure
- Understanding where FDS fits within the larger Foothills School Division Continuum of supports.

**Next Steps:**

- As we develop our continuum of supports, make this support visible for all teachers, parents, and students so that they understand the system of support that is available in our school. All stakeholders will understand universal, targeted, and individualized supports that are available.
- Establish a student support team to support learners and strengthen our continuum of supports.
- Continue to promote and define Foothills Digital School’s role in the Foothills School Division’s continuum of supports for all students.

## Success

### Our Story of Success

Foothills Digital School is an innovative educational institution that caters to students from Grades 1 through their career, offering a comprehensive and inclusive learning experience. With a strong commitment to advancing learning for transfer, promoting communities of inquiry for online learning, supporting career preparation through dual credit opportunities, and addressing systematic educational gaps for First Nation, Metis, and Inuit students, Foothills Digital School strives to ensure educational success for all students by fostering excellence in teaching, learning, and leadership.

One of the key priorities of Foothills Digital School is advancing learning for transfer. The school recognizes that students need to acquire knowledge and skills that can be effectively applied in various contexts. Through a well-designed curriculum, the school emphasizes the development of transferable skills, such as critical thinking, problem-solving, collaboration, and communication. By equipping students with these skills, Foothills Digital School prepares them to succeed not only in their immediate academic pursuits but also in their future endeavors.

Foothills Digital School places a strong emphasis on promoting communities of inquiry for online learning. Recognizing the importance of collaboration and active engagement in the digital realm, the school creates a supportive virtual environment that encourages students to interact with their peers, ask questions, explore ideas, and construct knowledge together. Through online discussion forums, collaborative projects, and interactive virtual classrooms, Foothills Digital School fosters a sense of community and inquiry, ensuring that students actively participate in the learning process.

In line with its commitment to career preparation, Foothills Digital School provides dual credit opportunities to its students. By partnering with post-secondary institutions and industry professionals, the school offers courses and experiences that allow students to earn both high school credits and college or industry certifications simultaneously. This approach not only accelerates students' educational pathways but also equips them with the knowledge and skills necessary for successful transitions to post-secondary education or the workforce.

Foothills Digital School recognizes the systematic educational gaps that exist for First Nation, Metis, and Inuit students and is dedicated to addressing these disparities. Through culturally responsive teaching practices, tailored support programs, and meaningful engagement with Indigenous communities, the school strives to provide an equitable and inclusive learning experience for all students. By valuing and incorporating Indigenous perspectives, histories, and knowledge systems into the curriculum, Foothills Digital School fosters a deeper understanding and appreciation of Indigenous cultures, promoting a more inclusive and respectful educational environment.

Overall, Foothills Digital School is committed to ensuring educational success for all students by advancing excellence in teaching, learning, and leading. Through its focus on learning for transfer, communities of inquiry for online learning, career preparation through dual credit opportunities, and addressing



systematic educational gaps for First Nation, Metis, and Inuit students, the school creates a supportive and inclusive educational environment that equips students with the necessary skills and knowledge to thrive academically, personally, and professionally.

[Staff learning Link/Curriculum Corner](#)

[Learning that Transfers](#)

[Community Supports](#)

**Student Growth and Achievement Results Analysis**

	<b>Outcomes</b>	<b>Indicators</b>
<p><b>Goal 1</b> <i>Desired Result</i> <b>Advance innovation and design</b> Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</li> </ul>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</li> <li>• learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>
<p><b>Goal 2</b> <i>Desired Result</i> <b>Advance learning for transfer</b> Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• learners will be able to explore and develop their skills and passions and achieve their highest potential</li> <li>• students will be well prepared for their future while remaining current and relevant in the local and global contexts</li> </ul>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts</li> <li>• improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals</li> <li>• learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

## Measures and Targets

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

### Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

## Evidence and Key Insights

### Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

<b>Provincial Performance Measures</b>	<b>Program of Studies</b>	<b>Work Preparation</b>	<b>Citizenship</b>	<b>Quality of Education</b>	<b>Life-Long Learning</b>	<b>Student Learning Engagement</b>
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2020-21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021-22	74.5%	86.5%	87%	94.5%	86%	89%						
2022-2023	64.9%	100.00%	81%	86.4%	100.00%	82%						
2023-2024	68.2%	100%	86.4%	93.7%	100%	86%						
Evaluation	Low	Maintained	Very High	Maintained	High	Improved	Very High	Improved	Very High	Maintained	High	Improved

### Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation			
2020-21	n/a	n/a	n/a	n/a	n/a			
2021-22	5.7%	n/a	n/a	78.8%	n/a			
2022-2023	3.5%	71.5%	n/a	75.0%	n/a			
2023-2024	4.8%	56.6%	n/a	74.7%	28.3%			
Evaluation	High	Maintained	Very Low	Decline	n/a	High	Maintained	Very Low

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the

					learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2020-2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	95%	58%	84%	85%	47%	61%	44%
2022-2023	96%	60%	84%	81%	47%	44%	42%
2023-2024	91%	65%	86%	85%	48%	44%	25%
Evaluation	Very High	Intermediate	High	High	Low	Low	Very Low

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	High
<b>Strategy 2:</b> Engaging with in-school professional development with designing online courses. Implementing new technologies and structures that will foster engagement and allow for a variety of online courses.	High

**Areas of Strength:**

- Work preparation and high expectations are excellent
- Teachers are willing to engage in professional development specific to online and distance learning

**Areas for Growth:**

- Trends are hard to determine based on the transiency of the population we serve.

- Limited time for course development to implement the professional development regarding online learning.
- 

**Next Steps:**

- Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.
- Engaging with in-school professional development with designing online courses. Implementing new technologies and structures that will foster engagement and allow for a variety of online courses.

<p align="center"><b>Strategies: Advance Learning for Transfer</b>  <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b>  <i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> FDS teachers receive in-school professional development on designing learning for an online environment.</p>	<p align="center"><b>High</b></p>
<p><b>Strategy 2:</b> Accessing school division resources such as the Director of Grade 7-12 learning; divisional learning coaches; divisional outside help (Garfield Gini-Newman) to help forward our design for student engagement.</p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 3:</b> Increasing dual-credit and work experience opportunities for digital learners.</p>	<p align="center"><b>High</b></p>

**Areas of Strength:**

- We have provided opportunities for learning for transfer through preparation and dual credit opportunities

**Areas for Growth:**

- Many of our courses have been inherited. Significant course development and redesign time is needed to provide more opportunities in all grades and subjects for learning for transfer

**Next Steps:**

- FDS teachers receive in-school professional development on designing learning for an online environment
- Accessing school division resources such as the Director of Grade 7-12 learning; divisional learning coaches; divisional outside help (Garfield Gini-Newman) to help forward our design for student engagement.
- Increasing dual-credit and work experience opportunities for digital learners.

<p style="text-align: center;"><b>Goal 3</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance First Nations, Métis, and Inuit student success</b></p> <p>Advance First Nations, Métis, and Inuit student success by 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.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful</li> <li>• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> <li>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>• learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success</li> <li>• 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</li> <li>• FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>• First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>• the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard</p>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>• learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades</li> </ul>

algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.”  
[AB ED Ministerial Order on Student Learning](#)

- 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

### Measures and Targets

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

#### Provincial

- **Learning Outcomes (PAT & Diploma):**
  - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

#### Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**

**Advance Literacy and Numeracy**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)**

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable
2022-2023	*	*	*	*	*	*	*	*	n/a	n/a
2023-2024	*	*	*	*	*	*	*	*	n/a	n/a

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

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)**

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable
2022-2023	*	*	*	*	*	*	*	*	n/a	n/a



<b>2023-2024</b>	*	*	*	*	*	*	*	*	*	n/a	n/a
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Note: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

<b>Diploma Exams</b>	<b>English Language Arts</b>				<b>Math</b>				<b>Social Studies</b>				<b>Sciences</b>							
	<b>30-1</b>		<b>30-2</b>		<b>30-1</b>		<b>30-2</b>		<b>30-1</b>		<b>30-2</b>		<b>Bio 30</b>		<b>Chem 30</b>		<b>Physics 30</b>		<b>Science 30</b>	
<b>Achievement</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>	<b>Acc</b>	<b>Exc</b>
<b>2022-2023</b>	84.2	12.3	100	0	33.3	0	54.5	9.1	85.7	14.3	68.0	8.0	76.9	11.5	53.3	6.7	*	*	76.2	13.0
<b>2023-2024</b>	68.8	3.1	77.8	22.2	21.4	0	46.7	13	67.9	21.4	76.5	5.9	73.3	20	50	37.5	*	*	*	*

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

<b>Diploma Exams</b>	<b>Français /French Language Arts</b>		<b>Etudes Sociales</b>	
<b>Course</b>	<b>30-1</b>		<b>30-1</b>	
<b>Achievement</b>	<b>Acceptable</b>	<b>Excellence</b>	<b>Acceptable</b>	<b>Excellence</b>
<b>2021-2022</b>	n/a	n/a	n/a	n/a
<b>2022-2023</b>	n/a	n/a	n/a	n/a
<b>2023-2024</b>	n/a	n/a	n/a	n/a

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

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

Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a
2023-2024	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a

**NOTE: We were unable to administer “The Grade” as we were not provided with an electronic version that can be used with our students in an online environment.**

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	n/a	n/a	n/a	n/a
2021-2022	57%	64%	61%	68%
2022-2023	74%	71%	57%	83%
2023-2024	67%	75%	61%	83%
Evaluation	Intermediate	High	Intermediate	High

<p align="center"><b>Strategies: Advance Literacy and Numeracy</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Investigate data tools and collection strategies for reliable data analysis in a digital environment.</p>	<p align="center"><b>High</b></p>
<p><b>Strategy 2: Employing reading and numeracy interventions (Grade 1-6).</b></p>	<p align="center"><b>Very High</b></p>

**Areas of Strength:**

- Growth in the area of numbers as well as patterns and relations
- Excellent results in diploma exams in English and Social Studies.

**Areas for Growth:**

- build literacy skills within a digital environment
- Mathematical course development similarities for a virtual environment
- Video needed for mathematical processes and concepts

**Next Steps:**

- Investigate data tools and collection strategies for reliable data analysis in a digital environment.
- Employing reading and numeracy interventions (Grade 1-6).

**Evidence and Key Insights**

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

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Cultural Perspectives Survey**

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2021-2022 Baseline</b>	41%	n/a	47%	n/a	53%	n/a	59%	n/a	81%	n/a	31%	n/a	88%	100%	91%	100%	41%	n/a
<b>2022-2023</b>	44%	n/a	56%	100%	51%	n/a	72%	n/a	93%	100%	64%	n/a	90%	100%	91%	100%	91%	100%
<b>2023-2024</b>	57%	n/a	65%	n/a	67%	n/a	76%	n/a	86%	n/a	69%	n/a	94%	n/a	98%	n/a	82%	n/a
<b>Evaluation</b>	Intermediate	n/s	Intermediate	n/a	Intermediate	n/a	High	n/a	Very High	n/a	Intermediate	n/a	Very High	n/a	Very High	n/a	Very High	n/a

<p><b>Strategies: Advance First Nations, Métis, and Inuit student success</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p><b>Evaluation</b></p> <p><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Metis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for</p>	<p><b>High</b></p>

the success of each learner.	
<b>Strategy 2:</b> Continue to refine and enhance our continuum of support, systems, structures, and programs to improve educational outcomes for First Nations, Metis, and Inuit students.	<b>High</b>

**Areas of Strength:**

- Evidence of strategies and content being employed in our Grade 1-9 humanities program and high school humanities where appropriate.
- Sharing indigenous perspectives in teaching has increased significantly.

**Areas for Growth:**

- Recognizing the need to incorporate these instructional practices in all subject areas and in the online environment.

**Next Steps:**

- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into the curriculum for the success of each learner.
- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

## Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>• improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all</li> <li>• teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>• teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> <li>• teachers and leaders improve their professional practice in learning for transfer</li> <li>• improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>

### Measures and Targets

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

#### Provincial

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

#### Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**FSD Professional Learning Survey:** This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2020-2021	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022	100%	100%	100%	90%	100%	88%
2022-2023	76%	94%	89%	97%	83%	83%
2023-2024						
Evaluation	High	Very High	High	Very High	High	High

**New FSD Professional Learning Survey (2024):** Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a

<b>2022-2023</b>	n/a	n/a	n/a	n/a
<b>2023-2024</b>	83	99	73	88
<b>Evaluation</b>	<b>High</b>	<b>Very High</b>	<b>High</b>	<b>Very High</b>

<b>Strategies: Advance excellence in Teaching, Learning, and Leading</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Communities of practice will focus on designing for transfer, including new curriculum grades 1-6.	<b>High</b>
<b>Strategy 2:</b> Learning about the online community of inquiry and employ instructor, cognitive, and social presence through the use of video and forums into courses.	<b>Very High</b>
<b>Strategy 3:</b> Working through course design to use backward design planning, first, to ensure that learning for transfer can occur through well designed courses.	<b>High</b>

**Areas of Strength:**

- Staff have excellent relationships with one another and learn from each other.
- Culture is collaborative and one of continuous improvement.

**Areas for Growth:**

- Establishing professional growth around course development and online teaching strategies for engagement of students.
- For FDS to be able to clearly state its mission and objectives according to its role within the greater Foothills School Division and its continuum of supports (1-6, 7-9, 10-12, 13+)

**Next Steps:**

- Communities of practice will focus on designing for transfer, including new curriculum grades 1-6.
- Learning about the online community of inquiry and employing instructor, cognitive, and social presence through video and forums in courses.
- Working through course design to use backward design planning, first, to ensure that learning for transfer can occur through well-designed courses.