# 2024 – 2029 EDUCATION PLAN
## YEAR 1

# Foothills Digital School

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FOOTHILLS
DIGITAL SCHOOL

Foothills
Digital School

Foothills
SCHOOL DIVISION

**foothillsschooldivision.ca**

# WELCOME TO OUR EDUCATION PLAN

## SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

**Our 2022-23 School Annual Education Results Report**

## OUR LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis. View our **Truth and Reconciliation for Learner Success Toolkit in Foothills School Division**

## OUR VISION

Engagement, Support and Success for each learner

## OUR MISSION

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

## OUR PURPOSE

Education at the centre of a flourishing community.

## OUR PRIORITIES

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

## OUR DIVISION

**Board of Trustees**
**Board Policy 01: Division Foundational Statements**
**Board Policy 14: A Place for All**

**Accountability and Assurance**
**Alberta Education and Foothills School Division Goal Alignment**
**Systems Thinking**

# OUR GOALS & ASSURANCE MEASURES

| ENGAGEMENT | SUPPORT | SUCCESS |
|---|---|---|
| **Local and Societal Context** | **Learning Supports** | **Student Growth and Achievement** |

**ENGAGEMENT — Local and Societal Context**

**Goal:**
Advance Stakeholder Engagement and Communications

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

**SUPPORT — Learning Supports**

**Goals:**
Advance Wellness and Well-being
Advance Continuum of Supports

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

**SUCCESS — Student Growth and Achievement**

**Goals:**
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

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

**Governance**

**Goal:**
Advance Continuous Improvement and Assurance

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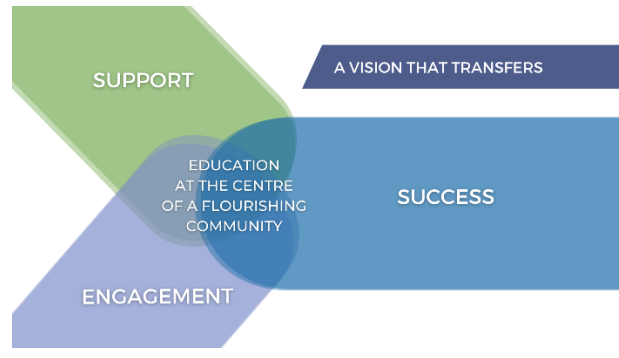
**Teaching and Leading**

**Goal:**
Advance Excellence in teaching, learning and leading.

**Assurance Measure:** FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

A VISION THAT TRANSFERS

SUPPORT

SUCCESS

ENGAGEMENT

EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY

# OUR SCHOOL

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's 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 students over the age

**KEY INSIGHTS**

of 19 for a fee. Our demographic also consists of high school students with Foothills School Division who require the flexibility of taking a course online.

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 administration 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 the needs of the school.

Our learning for grades 1-12 is taught virtually.  Learning occurs through Moodle, an online platform.  Students communicate with 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. In January of 2023, the school leadership of Foothills Digital School was changed for the first time. Beginning August 30, 2024, Foothills Digital School will be under the umbrella of Outreach Services with Foothills School Division. This will give our students the opportunity to come and learn in person as well as online. They will have direct access to their teachers and a safe space for learning when required.

# OUR STORY OF ENGAGEMENT

## GOALS

**Advance stakeholder engagement and communications by**:
Facilitating ongoing engagement opportunities with education partners in respectful, meaningful ways. This entails:

- 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.
- Staff and Community Engagement: Create clear structures and systems for staff, student, parent, and community involvement (student and parent voice).

**Advance evidence-based continuous improvement and assurance through:**
**Evidence-informed decision-making**: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps. This entails:
- Utilizing our divisional and local data measures to support our staff in engaging in the adjustment cycle related to task design and assessment.

**Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants. This entails:
- Utilizing the structures outlined above to ensure our stakeholders have the information and access necessary to engage meaningfully with us.

**Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement. This entails:
- Providing a clear mentorship and feedback structure for Administration and staff that promotes continual learning and professional growth.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS:
### PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM)**: 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 (AEAM)**: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

# OUR STORY OF SUPPORT

## GOALS

**Advance wellness and well-being by:**

Continuing to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments. This entails:

- An intentional focus on integrating authentic Indigenous ways of being, doing, belonging, and knowing through the Circle of Courage teachings.
- Providing access to student supports and services through our school-based continuum of supports.
- Increasing student engagement in divisional data collection with emphasis on the SOSQ.

**Advance a continuum of supports by:**

Continuing to develop and implement structures for school-based support teams to collaborate and enhance support for students. This entails:

- Ensuring our continuum of supports is 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.
- Establishing a student support team to support learners and strengthen our continuum of supports.
- Continuing to promote and define Foothills Digital School's role in the Foothills School Division's continuum of supports for all students.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS:
### PROVINCIAL & LOCAL

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

# OUR STORY OF SUCCESS

## STRATEGIES

**Advance innovation and design by:**

Advance Career Education to provide students with real world experiences that prepare them for their future. This entails:

- Building 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.

**Advance learning that transfers by:**

Advancing system wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner. This entails:

- 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.
- FDS teachers gaining a wide understanding of how the 3 Principles of Deep and Transferrable Learning, including conceptual understanding, student agency, and living with complex problems over time provide meaningful and intellectually engaging learning experiences.
- Increasing dual-credit and work experience opportunities for digital learners.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS:
### PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** 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, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** 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).

## GOAL

**Advance literacy and numeracy by**:

Advance system-wide use of high-yield literacy and numeracy principles and practices that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement. This entails:

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

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS:
## PROVINCIAL & LOCAL

- **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.
- **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)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **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.

# OUR STORY OF SUCCESS

## GOAL

**Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:**

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations.

This entails:

- Engaging in ongoing professional learning that promotes and supports all staff and students in acquiring foundational knowledge of First Nations, Metis, and Inuit for the benefit of all.
- Utilizing authentic learning tools to promote intentional integration of Indigenous knowledge systems into online teaching and learning.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS:
### PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
  - Increase in 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 for self-identified First Nations, Métis, and Inuit students.
  - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate (AEAM)**: Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **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.
- **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).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

## GOAL

**Advance excellence in teaching, learning, and leading by**:
Having teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning. This entails:

- Engaging in continuous professional learning, focused on our educational plan goals, and created through collaborative, shared leadership.
- Promoting staff engagement in local and provincial professional learning opportunities.

Developing and demonstrating a professional body of knowledge and provide instructional leadership. This entails:

- Continually utilizing available data in our staff meetings and PLCs to reflect on our practices and adjust to meet the needs of each of our learners.

### VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** 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.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.