

**OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS
FOOTHILLS DIGITAL SCHOOL**

Key Insights for Engagement

**Advance Stakeholder Engagement and Communications
Advance Continuous Improvement and Assurance**

Areas of Strength

- Student Council established and active.
- Teachers communicate individually to students and parents
- Student Council participation and engagement
- Student learning engagement and education quality are high

Areas for Growth

- Evaluate the purpose of a school council in a digital school environment
- Finding ways to promote citizenship and parental involvement in a digital setting
- Continue to highlight and make visible changes and improvements

Next Steps

- 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

	<p>newsletter format; timely emails when action is required from families.</p> <ul style="list-style-type: none"> • 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.
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Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 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 • 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. 	<ul style="list-style-type: none"> • 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 • 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

	<p>Continuum of supports.</p> <p>Next Steps</p> <ul style="list-style-type: none">• 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• 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.
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Key Insights for Success

Advance Innovation and Design

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.
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Advance Learning that Transfers

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.

Advance Literacy and Numeracy

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).

Advance First Nations, Métis, and Inuit Student Success

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

	<p>honouring traditional teachings and weaving foundational ways of knowing into the curriculum for the success of each learner.</p> <ul style="list-style-type: none"> • Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.
<p>Advance Teaching, Learning and Leading</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Staff have excellent relationships with one another and learn from each other. • Culture is collaborative and one of continuous improvement. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • 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+) <hr/> <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • 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.

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| | <ul style="list-style-type: none">• Working through course design to use backward design planning, first, to ensure that learning for transfer can occur through well-designed courses. |
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