



2024 – 2025

**Foothills
Digital
School**

**ANNUAL
EDUCATION
RESULTS
REPORT**

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ANNUAL EDUCATION RESULTS REPORT 2024-2025

Welcome to our Annual Education Results Report (AERR) for 2024-2025.

This is our story of engagement, support, and success for each learner.

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 2024-2029 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 plans and provides assurance to our stakeholders that we are advancing our priorities of engagement, support, and success for each learner.

School Education Plan – Year 1

LAND ACKNOWLEDGEMENT

Foothills Digital School



FSD: We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and iyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

[Foothills School Division's Truth and Reconciliation for Learner Success Toolkit](#)



PURPOSE

Education at the centre of a flourishing 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.

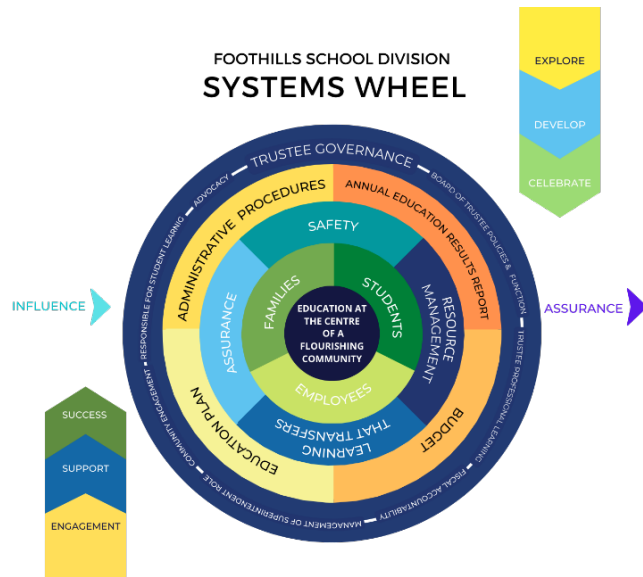
Success: Ensure and maintain Division wide excellence in teaching, learning and leadership.

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

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

SYSTEM THINKING, ASSURANCE AND ACCOUNTABILITY

Our story of assurance starts with **systems thinking**. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.



Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and

community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

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's Education Plan and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our five-year fixed education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies

priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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.

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act**.



ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none"> • Alberta's students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta's K-12 education system and workforce are well-managed 	<ul style="list-style-type: none"> • Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance 	<ul style="list-style-type: none"> • Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance



OUR GOALS & ASSURANCE MEASURES

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

Goal

- Advance Stakeholder Engagement and Communications

Assurance Measure

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

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.

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.

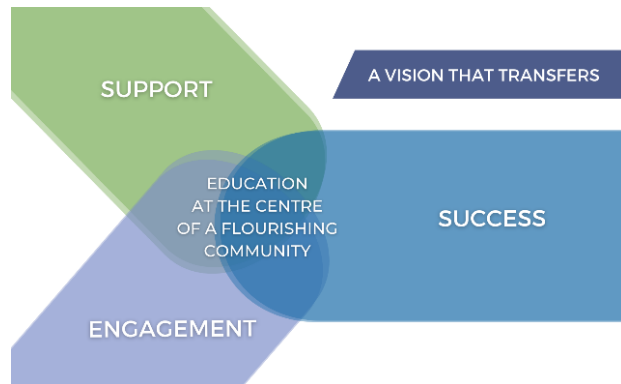
Governance

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).





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 adult learners. 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.



HIGHLIGHTS AND CELEBRATIONS

- Foothills Digital School continues to expand and welcome students from across Alberta
- Our school uses Moodle for all online learning- a benefit for all learners as they transition to post-secondary
- Students benefit from fully online asynchronous learning, allowing for maximum flexibility while still being able to access teacher and technology support both online and in person
- Our school saw its largest graduating class in the 2024-2025 school year



EDUCATION ASSURANCE MEASURES REPORT SUMMARY

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.

Assurance Measures Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 (School)	89.5%	87.7%	94.5%	89.4%	88.2%	90.3%	78.9
2021-2022 (Prov)	85.1	81.4	89	86.1	81.6	78.8	74.2
2022-2023 (School)	82.0%	80.5%	86.4%	86.0%	89.1%	97.5%	73.6
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (School)	86.9%	86.4%	93.7%	88.9%	89.2%	83.3%	91.1
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (School)	100.0%	90.6%	90.2%	87.8%	100.0%	97.0%	n/a
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
Evaluation (Achievement)	n/a	Very High	Very High	High	Very High	Very High	n/a
Evaluation (Improvement)	Improved	Maintained	Maintained	Maintained	Maintained	Maintained	n/a

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022	89	78	93	79	78	77	51
2022-2023	91	76	94	76	85	76	53
2023-2024	82	82	85	91	81	76	65
2024-2025	81	91	86	92	94	72	61
Evaluation	High	Very High	High	Very High	Very High	Intermediate	Intermediate

»» OUR STORY OF ENGAGEMENT

Engaged learners are more likely to achieve their potential. Engaged families are more likely to be able to help their students learn. FDS families have indicated that the quality of education provided by the school is high, but perhaps even more importantly, their own involvement is highly rated as well. Our school's communication strategy keeps both students and parents involved in the learning process. Both our administration team and teachers send out frequent communications to students and parents, keeping them informed about what is going on in specific courses, as well as the broader learning context. Another example in how we are keeping our learners engaged is through a process of continuous improvement of our courses both for relevancy and for best practice. To provide a concrete example, our Social Studies department adds relevant current events to their courses, in order to make content come to life for students. This also increases the relevancy for students, which in turn, drives engagement.

Our next step is to improve the clarity of how we are working to improve learning in our school. This will be achieved by making our course improvement plan clearer to parents and students at FDS through intentional communications.

Engagement Opportunities & Resources

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**



90.2%
of parents indicate the
Education Quality is high.
(Alberta Education Assurance Survey)

97%
of parents indicate that
Parental Involvement is high.
(Alberta Education Assurance Survey)

61%
of parents indicate that
school improvement is high.
(FSD Assurance Survey)

86%
of parents indicate the
Education Quality is high.
(FSD Assurance Survey)

ENGAGEMENT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.</p>	<ul style="list-style-type: none"> • Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement: <ul style="list-style-type: none"> ○ What stakeholders were involved? ○ How they were engaged? ○ How their input informed local priorities? ○ School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans. • Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> • Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement. • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. 	<ul style="list-style-type: none"> • 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.

<p>Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> • Establish a system of accountability practices which include guiding principles for assurance at a division and school level. • Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. • Sustained culture of continuous improvement and collective responsibility. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Legislation, policy, and regulation provide clarity regarding the roles and responsibilities of education partners in matters of governance. • 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. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance. 	<ul style="list-style-type: none"> • Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence. 	<ul style="list-style-type: none"> • Stakeholder Engagement: Increase/maintain participation of stakeholders to inform decisions. • FSD Assurance Survey: Increase/maintain
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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 Measure	Education Quality	Parental Involvement	School Improvement
2024-2025 (School)	90.2	97.0	n/a
2024-2025 (Prov)	87.7	80.0	76.6
Evaluation (Achievement)	Very High	Very High	n/a
Evaluation (Improvement)	Maintained	Maintained	n/a

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	Education Quality	Parental Involvement	School Improvement
2024-2025	86	72	61
Evaluation	High	Intermediate	Intermediate

OUTCOMES TO CONSIDER

Education Quality

- Your child clearly understands what they are expected to learn at school
- Your child finds schoolwork challenging
- Your child finds schoolwork interesting
- Your child is learning what they need to know
- The quality of education your child is receiving at school

Parental Involvement

- To what extent are you involved in decisions about your child's overall education
- To what extent are you involved in decisions about your child's school
- Your input into decisions about your child's school is considered
- The opportunities to be involved in decisions about your child's overall education
- The opportunities to be involved in decisions about your child's school

School Improvement

- Has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years

STRATEGY ANALYSIS

Strategy Implemented in [2024-2025](#) [2025-2026](#) [2026-2027](#) [2027-2028](#) [2028-2029](#)

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS	EVALUATION
Strategy 1: Maintain consistent communication plan. Both newsletter type communications as well as regular teacher communications will keep families up-to-date with events, deadlines, and course pacing.	High
Strategy 2: Use established communications to share the implementation of measures used to address needs identified through data collection.	High
Strategy 3: Strengthen community partnerships and communicate opportunities for supports and engagement with families.	Intermediate

CONTINUOUS IMPROVEMENT AND ASSURANCE	EVALUATION
Strategy 1: Maintain continuous improvement cycle. PLCs will continue to address needs identified through data,	High
Strategy 2: Support teachers in interpreting the data that is gathered throughout the year. Ensure that it is understood that data is not personal.	Very High
Strategy 3: Utilize staff meeting time to go over data on a regular basis to ensure that all staff remain aware of areas of growth and success.	High

DATA ANALYSIS

In telling our story of engagement we looked at the progress we made in advancing our goals of stakeholder engagement and continuous improvement. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of education quality, parental involvement, and continuous improvement as well as opportunities for stakeholder engagement in Foothills School Division. The data told us that

- Our Education Quality and Parental Involvement are both very high according to the Alberta Education Assurance Survey.
- Our Education Quality is high according to the FSD Assurance Survey.
- We have an opportunity to improve our Parental Involvement and demonstrate School Improvement according to our FSD Assurance Survey data.



» OUR STORY OF SUPPORT

At Foothills Digital School, success is not just about academic achievement—it's about nurturing the whole learner through a culture of care, collaboration, and resilience. Foothills Digital School made wellness a cornerstone of its learning environment. Staff, students, and families worked together to create a space that was welcoming, caring, respectful, and safe.

- Trauma-informed practices were embedded into weekly routines, helping learners feel secure and understood, for example live weekly sessions in Elementary and Jr. High.
- Students and staff developed a deeper understanding of mental health and resilience, empowering them to thrive both personally and academically.

These efforts ensured that learners could access a full continuum of supports and services, and that education partners fulfilled their roles in promoting wellness. The result? A school culture where every stakeholder actively contributed to a healthy, supportive environment.

- Online classes were adapted to reflect high expectations and a strong sense of belonging, whether through flexible scheduling, individualized learning plans, or other means.
- Structures and systems were designed to support not just students, but families, staff, and the broader community—ensuring that no one felt left behind.

Through collaborative engagement, Foothills Digital School created a robust support system that allowed learners to flourish. Every student had access to the help they needed, and every adult played a role in making that possible. Thanks to these intentional efforts:

- Learners felt safe, supported, and empowered.
- Staff experienced renewed purpose and well-being.
- Families saw their children grow not just academically, but emotionally and socially.

Foothills Digital School became a model of what's possible when wellness and learning supports are not just added on—but built in.

Support Opportunities & Resources

- **Policy 14: A Place for All**
- **AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- **A Flourishing Community**
- **Celebrating our Flourishing Community**
- **Parent and Community Connect**
- **Inclusive Learning**
- **Student Learning**
- **Support for Parents**
- **Truth and Reconciliation for Learner Success Toolkit**



94%

of students indicate the school is safe and caring.

(FSD SOS-Q Survey)

83%

of students indicate their self-confidence is high.

(FSD SOS-Q Survey)

94%

of parents indicate the access to supports and services is high.

(FSD Assurance Survey)

89%

of parents indicate the school is safe and caring.

(FSD Assurance Survey)

CREATE WELCOMING, SAFE, CARING, INCLUSIVE AND RESPECTFUL ENVIRONMENTS THAT ARE TRAUMA INFORMED AND RESPONSIVE TO THE NEEDS OF STUDENTS AND SUPPORT

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance wellness and well-being Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.</p>	<ul style="list-style-type: none"> All stakeholders contribute to a welcoming, caring, respectful and safe school environment. Wrap around services and supports enhance healthy school environments for student well-being and staff wellness. Students and staff better understand mental health and resilience and the role they play in their own positive mental health and resilience. Schools continue to implement and advance trauma-informed practices to contribute to healthy school environments. 	<ul style="list-style-type: none"> Measures indicate that students and staff have a sense of belonging at school, resulting in higher attendance and engagement. Measures indicate that students and staff respect one another and take responsibility for their own actions. Measures indicate that students and staff have choice and strive for excellence within a healthy school environment. Measures indicate that students and staff are generous to one another and recognize the positive contributions everyone makes to the healthy school environment. 	<ul style="list-style-type: none"> 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.
<p>Advance our Continuum of Supports Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.</p>	<ul style="list-style-type: none"> A robust continuum of supports ensures student success. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning. Education partners fulfil their respective roles for a shared understanding of an inclusive education system. All stakeholders work collaboratively to support student learning. 	<ul style="list-style-type: none"> Measures indicate that each learner has access to programs, services, and strategies within the continuum of supports that are consistent with the principles of inclusive learning. Continuum of Supports is visible and accessible. Measures indicate that teachers, parents, and students report that learning environments are welcoming, caring, respectful, and safe. 	<ul style="list-style-type: none"> 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.

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 (students 'at risk')
2024-2025 (School)	90.0	100.0
2024-2025 (Prov)	87.3	80.1
Evaluation (Achievement)	Very High	Very High
Evaluation (Improvement)	Maintained	Maintained

FSD Assurance Survey (Parent): 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 (students 'at risk')
2024-2025	89	94
Evaluation	Very High	Very High

FSD SOS-Q Survey (Student) (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					
	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	94	89	83	57	46
Evaluation	Very High	Very High	High	Intermediate	Low

OUTCOMES TO CONSIDER

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can get help at school with problems that are not related to
- Your child can easily access programs and services at school to get help with

Program of Studies: At-Risk Students

- When your child needs it, teachers at your child's school are available to help them
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

WELLNESS AND WELL-BEING	EVALUATION
Strategy 1: Continue to embed trauma-informed practices and Indigenous-informed practices into everyday school practices.	Very High
Strategy 2: Strengthen access to supports and community partnerships for students and communicate these to students and families.	Intermediate

CONTINUUM OF SUPPORTS	EVALUATION
Strategy 1: Improve visibility of continuum of supports in communications with students and families.	
Strategy 2: Continue to empower student support team to keep students on track and in contact with required supports.	

OUTCOMES TO CONSIDER

Welcoming, Caring, Respectful and Safe Learning Environments

Students at your child's school care about each other

Students at your child's school respect each other

Students treat each other well at your child's school

Teachers care about your child

Your child is safe at school

Your child is safe on the way to and from school

Your child is treated fairly by adults at school at school

DATA ANALYSIS

In telling our story of support we look at the progress we made in advancing our goals of wellness and well-being and continuum of supports. We looked at the data from both the Alberta Education (All students grades 4-12, parents grades 4, 7, and 10, and all teachers) and FSD Assurance Surveys (All parents) in the specific areas of safe and caring and access to supports as well as SOS-Q measures of safe and caring, external resilience, self-confidence, internal resilience, and peer relations for our students in grades 4 through 12. This data told us that:

- Our school has been very effective at establishing a safe, caring and welcoming environment.
- Our school could improve how it facilitates peer relations. In Elementary/Jr. High this is achieved through weekly meetings, however, at the High School level this is not currently offered.
- Our school has been very effective at supporting students and connecting them with internal and external supports when needed.

» OUR STORY OF SUCCESS: Innovation and Design Learning that Transfers

Foothills Digital School has continued to advance innovation and design through its use of a fully online asynchronous course delivery powered by Moodle.

- Advanced webtools, and links to external resources are provided to ensure that learning is rich, and opportunities for transformative and high quality learning are seized.
- Because we are fully online, opportunities to learn in authentic ways can be more challenging in certain contexts. Where possible, this is leveraged into a strength, however, such as through videos containing content from expert historians or people who have lived through more recent historical events.
- Learners have opportunities to engage in the Registered Apprenticeship Program (RAP), Green Certificate, and Work Experience through our connection with the Divisional Off-Campus Education Coordinator. Additionally, dual-credit options are available in connection with SAIT and Olds College.

Additionally, FDS has continued to advance learning that transfers.

- Curriculum is kept relevant through ongoing course revision. Content delivery and assessment practices are designed for deep learning, and allow for multiple means of presenting knowledge and demonstrating skills.
- Learners are agents of their own learning. Multiple means of engaging learners in the content are provided. Students are free to work at their own pace, when they want to. Students have multiple ways of demonstrating their knowledge and skills.
- The breadth of courses and opportunities provided to students provides the means to ensure they are well-rounded and prepared for their futures.

In summary, the measures adopted by FDS prepare students for their respective futures, while providing an engaging and meaningful educational experience.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers



96.4%

**of students complete
High School within 5
years.**

(Alberta Education Assurance Measures
Report)

100%

**of parents indicate that
work preparation is high.**

(Alberta Education Assurance Survey)

91%

**of parents indicate that
citizenship is high.**

(FSD Assurance Survey)

100%

**of parents indicate that
lifelong learning is high.**

(Alberta Education Assurance Survey)

**STUDENT GROWTH AND ACHIEVEMENT
INNOVATION AND DESIGN AND LEARNING THAT TRANSFERS**

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> • Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy. • Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce. • Provide career education programming that enables students to explore and experience various occupations. • Explore strategies to enhance the apprenticeship system for students interested in pursuing training in the skilled trades, in partnership with other ministries. • Continue to support collegiate school opportunities including Dual Credit to create more pathways for students to post-secondary education and the workforce. • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Student experiences are designed for deep and transferrable learning. • Schools K-12 advance a culture of innovation and design where learners leverage design thinking and creativity while exploring career futures. • Learners demonstrate the competencies to prepare them for their future. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Measures indicate learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • FSD collaborates with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning through a variety of off campus and learning opportunities including Work Experience, Registered Apprenticeship Program, Green Certificate, Skilled Trades opportunities and Post-Secondary Dual Credit partnerships. • Measures indicate that learners are intellectually engaged in their learning. 	<ul style="list-style-type: none"> • 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.

<p>Advance learning for transfer</p> <ul style="list-style-type: none"> • Designing for and advancing learning for transfer where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time. 	<ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential through the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Students demonstrate understanding and respect for the uniqueness of all learners. • Students demonstrate the combination of knowledge, skills and attitudes of learner competencies to learn, live and work as they face new challenges and develop solutions to the problems of today, while imagining and creating a new tomorrow. 	<ul style="list-style-type: none"> • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement. • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate parents, teachers, and students see improved student learning engagement at school. • Measures indicate that learners are intellectually engaged in subject area learning. • Measures indicate that students demonstrate learning competencies and the knowledge, skills, and attitudes necessary for lifelong learning. 	<ul style="list-style-type: none"> • 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).
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RESULTS ANALYSIS FOR INNOVATION & DESIGN AND LEARNING THAT TRANSFERS

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

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	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025 (School)	80.5	100	56.8	77.3	100	77.3
2024-2025 (Prov)	83.0	83.7	79.8	87.7	80.8	83.9
Evaluation (Achievement)	High	Very High	Very High	Very High	Very High	n/a
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Improved

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2024-2025	66	85	91	86	56	81
Evaluation	Intermediate	High	Very High	High	Intermediate	High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion		Transition Rate (6 years)	Rutherford Scholarship	Exam Participation (4 or more Diploma)
		3-Year	5-Year			
2023-2024 (School)	6.6	60.9	96.4	n/a	75.0	17.4
2023-2024 (Prov)	2.4	81.4	87.1	59.9	69.4	54.5
Evaluation (Achievement)	Intermediate	Very Low	Very High	n/a	Very High	Very Low
Evaluation (Improvement)	Maintained	Maintained	n/a	n/a	Excellent	Maintained

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

Performance Measures	High Expectations	Relevance	Rigor	Effort	Support	ELA/FLA/SS	Math/Science	CTS/CTF
2024-2025	76	57	72	72	48	31.5	56.5	25
Evaluation	Intermediate	Low	High	High	Intermediate	Very Low	Intermediate	Very Low

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

INNOVATION AND DESIGN	EVALUATION
Strategy 1: Continue to support career pathways and experiential learning programs such as the R.A.P. and Green Certificate.	
Strategy 2: Provide in-house support to teachers from our instructional design specialist.	
Strategy 3: Promote professional learning opportunities targeted towards innovation and design that could be covered through Foothills ATA PD funds.	

LEARNING THAT TRANSFERS	EVALUATION
Strategy 1: Access and connect with the Grade 7-12 Director of Learning to help advance instructional design to promote transfer.	
Strategy 2: Promote professional learning opportunities targeted towards learning that transfers that could be covered through Foothills ATA PD funds.	
Strategy 3: Continue to offer and expand upon dual-credit learning opportunities for students through partnerships with post-secondary institutions such as SAIT and Olds College.	

DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goals of innovation and design and learning that transfers. We looked at the data we gathered from both the Alberta Education and FSD Assurance Surveys in the specific areas of programs of studies, work preparation, quality of education, life-long learning, and student learning engagement and the Intellectual Engagement Survey in the areas of High Expectations, Relevance, Rigor, Effort, Support, and Intellectual Engagement in ELA/FLA/SS, Math/Science, and CTS/CTF. This data told us that:

- Our students may take a bit longer to complete Grade 12 than other schools in Alberta, but more of our students complete Grade 12 than the Albertan average.
- Our program provides a high quality of education, citizenship, and work preparation, which leads our students to a higher degree of readiness when entering the workforce or higher education.
- Our senior high students are more likely than average to receive Rutherford Scholarships, which help students further their goals after graduation.
- Student data shows they can struggle with engagement, especially in CTS/CTF



»» OUR STORY OF SUCCESS: LITERACY AND NUMERACY

Literacy and Numeracy form the backbone of what students learn in school, and learning at Foothills Digital School is no exception. Our areas of strength are in -2 English and Social, where our students outperformed the provincial average. Across the board in mathematics and lower grade levels of English, we have room for improvement. The following statements lay out our pathway to helping students succeed both in our courses, and beyond:

- FDS staff are committed to continue offering curriculum that grows students' literacy, numeracy, citizenship and practical skills
- Learners in FDS continue to have high-quality materials and assessments that grow their literacy and numeracy skills
- Higher engagement, on average, from students, should increase results related to literacy and numeracy.

Literacy and numeracy remain the most essential academic skillset that students can leave our system with. The provincial literacy and numeracy assessments have strengthened teaching and learning in our school by providing clear, reliable data that helps teachers identify student strengths and areas needing support. Professional learning focussed on literacy across the curricula has also supported our teachers in expanding their understanding of how to effectively embed literacy and numeracy learning and skills development across courses and grades, in support of overall student learning.

Evidence of Success & Resources

- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



88.9%

of ELA 30-2 students met the acceptable standard.

(Provincial Learning Outcomes: Diploma Exams)

90.9%

of Social Studies 30-2 students met the acceptable standard.

(Provincial Learning Outcomes: Diploma Exams)

78.4%

of ELA 30-1 students met the acceptable standard.

(Provincial Learning Outcomes: Diploma Exams)

16.7%

of students who are English Language Learners met the standard of excellence on Diploma Exams.

(AEA Measures for English Language Learners)

**STUDENT GROWTH AND ACHIEVEMENT
LITERACY AND NUMERACY**

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<ul style="list-style-type: none"> Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. 	<ul style="list-style-type: none"> Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy. 	<ul style="list-style-type: none"> Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. DELFL (Speaking, Listening, Reading, and Writing assessment in French): Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUTCOMES TO CONSIDER

Life-Long Learning

High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime

Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime

Satisfaction with Program Access

The specialized supports and services your child is receiving enables them to be a successful learner

Your child can access the following services in a timely manner at school when needed: Services (beyond regular instruction) that help students to read and write

Your child can access the following services in a timely manner at school when needed: Academic counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: Career Counselling (Grades 7 and 10)

Your child can access the following services in a timely manner at school when needed: School Library services

RESULTS ANALYSIS FOR LITERACY AND NUMERACY

[Previous Results \(4-Year Data Trends and Key Insights\)](#)

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2024-25 (School)	78.4	5.4	88.9	16.7	36.4	4.5	39.1	4.3	56.0	16.0	90.9	13.6	51.9	11.1	47.1	17.6	n/a	n/a	n/a	n/a
2024-25 (Prov)	85.3	10.9	85.6	11.3	77.8	37.1	73.6	17.3	84.6	16.8	77.5	12.3	82.7	34.8	83.8	40.6	85.6	43.6	79.6	26.2
Evaluation (Achievement)	Very Low	Low	Intermediate	High	n/a	n/a	n/a	n/a	Very Low	High	High	Intermediate	Very Low	Low	Very Low	Low	*	*	*	*
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Declined	Maintained	Improved	Maintained	Declined	Maintained	Maintained	Maintained	*	*	*	*

Diploma Exams	Français / French Language Arts		Etudes Sociales	
	30-1		30-1	
Achievement (%)	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a

Evaluation (Achievement)	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	28.6	4.8	9.5	4.8	19.0	4.8	19.0	4.8	n/a	n/a
2024-25 (Prov)	69.8	11.1	51.7	14.0	60.5	17.1	68.6	21.1	n/a	n/a
Evaluation (Achievement)	Very Low	Very Low	Very Low	Very Low	Very Low	Very Low	Very Low	Low	n/a	n/a
Evaluation (Improvement)	Maintained	Maintained	Declined	Maintained	Improved	Maintained	Improved	Maintained	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	n/a	n/a	42.9	0.0	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	64.1	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	n/a	n/a	n/a	n/a

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk	Kindergarten	Grade 1	Grade 2	Grade 3
2024-2025	n/a	n/a	n/a	n/a

Common Literacy/Numeracy Assessments: Local Measures						
Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Common French Immersion Language Assessment: Grade 9 & 12 DELF		
	Grade 9	Grade 12
2021-2024	n/a	n/a
2024-2025	n/a	n/a
Evaluation	n/a	n/a

AEA Measures for English Language Learners

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-25 (School)	n/a	n/a	33.3	16.7	n/a	n/a
2024-25 (Prov)	n/a	n/a	67.4	14.8	n/a	n/a
Evaluation (Achievement)	n/a	n/a	Very Low	Intermediate		
Evaluation (Improvement)	n/a	n/a	Maintained	Improved		

OUTCOMES TO CONSIDER

Student Learning Engagement

- The literacy skills your child is learning at school are useful
- The numeracy skills your child is learning at school are useful
- Your child is learning what they need to know

Program of Studies

How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school:

- Another Language
- Art
- Drama
- Health
- Music
- Technology

The numeracy skills your child is learning at school are useful

Your child is learning what they need to know

Citizenship

- Your child is encouraged at school to be involved in activities that help the community
- Students at your child's school follow the rules
- Students at your child's school help each other when they can
- Students at your child's school respect each other
- Your child is encouraged at school to try their best

Access to Supports and Services

- At school, there are appropriate supports and services available to your child to help with their learning
- When your child needs it, teachers at your child's school are available to help them
- You can get the support you need from the school to help your child be successful in their learning
- Your child can easily access programs and services at school to get help with schoolwork
- Your child can get help at school with problems that are not related to schoolwork

Work Preparation

- Your child is taught attitudes and behaviours to be successful at work when they leave school

STRATEGY ANALYSIS

Strategy Implemented in 2024-2025 2025-2026 2026-2027 2027-2028 2028-2029

LITERACY AND NUMERACY	EVALUATION
Strategy 1: Reinforce Data-Driven Instruction – use data to fill instructional gaps, and address areas of growth.	
Strategy 2: Implement literacy interventions , particularly for early years students – Amira, etc.	
Strategy 3: Embed numeracy across curricula – ex: through projects / statistics in Social Studies, etc.	



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing literacy and numeracy which includes looking at results of provincial literacy and numeracy assessments for grades 1 to 3, analyzing results from the Grade literacy assessment and the MIPI numeracy assessment. We also analyze results of Grade 6 and Grade 9 Provincial Achievement Tests and Grade 12 Diploma Exams. This data told us that:

- Our ELA 30 and Social Studies 30 students, particularly in the -2 streams, are our area of greatest strength in terms of Diploma or PAT achievement, where we saw higher rates of the Acceptable Standard as well as the Standard of Excellence results than provincial average.
- Our STEM Diploma results have maintained or improved year over year.
- Our Grade 9 PAT results have maintained or improved year over year.
- It's important to note that due to our lower number of students enrolled in division 1, we do not have overall data to report on related to common literacy and numeracy assessments.

» OUR STORY OF SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

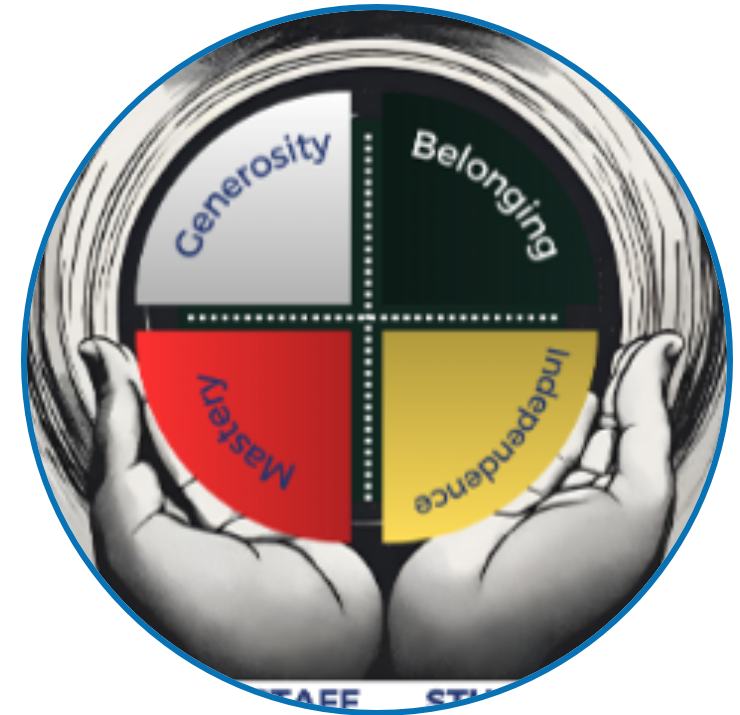
Education has an important role to play in advancing the goals of truth and reconciliation, and in implementing the Truth and Reconciliation Commission's *Calls to Action*. We can see the evidence of the work in progress with how many of our students understand truth and reconciliation.

Our approach to supporting Indigenous student success has been rooted in relationship-building, cultural learning, and integrating Indigenous knowledge systems across school life. Through learning about traditional teachings, seasonal planning, we have worked towards intentionally weaving Indigenous worldviews and ways of knowing into learning experiences.

Our challenge is that many of our students join our program for a course or two throughout a year, rather than being a full-time student. To make it more evident that advancing truth and reconciliation is a goal for the school, we must ensure that this is observable across all courses. 88% of our students indicate that truth and reconciliation is important to them. This demonstrates that progress is being made. Nevertheless, the work can, and must, continue.

Evidence of Success & Resources

- Foothills School Division's Truth and Reconciliation for Learner Success Toolkit
- Indigenous Learning
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



92%

of students understand truth and reconciliation.

(Cultural Perspectives Survey)

88%

of students indicate the importance of truth and reconciliation is high.

(Cultural Perspectives Survey)

70%

of students indicate the understanding of multiple perspectives is high.

(Cultural Perspectives Survey)

67%

of students indicate the school is prioritizing truth and reconciliation.

(Cultural Perspectives Survey)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance First Nations, Métis, and Inuit student success</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>	<ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. • Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Enhance relationship-building between Indigenous communities and schools through community-based supports. • Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. • Support partners to gather, analyze and share Indigenous education data to monitor student success. • The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. 	<ul style="list-style-type: none"> • Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. • Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community. 	<ul style="list-style-type: none"> • Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ 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.

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acceptable	Excellence	Acceptable	Excellence
2024-2025 (School)	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a		
Evaluation (Improvement)	n/a	n/a	n/a	n/a		

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2024-2025	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

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
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Common Literacy/Numeracy Assessments: Local Measures

Common Numeracy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

Common Literacy Assessment: Grade 4 – 9 EICS	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2021-2024	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	n/a	n/a	n/a	n/a	n/a	n/a

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
2024-2025	33%		42%		63%		67%		88%		46%		70%		92%		54%	
Evaluation	VL		L		I		I		VH		L		H		VH		I	

VL – Very Low

L – Low

I – Intermediate

H – High

VH – Very High

STRATEGY ANALYSIS

Strategy Implemented in [2024-2025](#) [2025-2026](#) [2026-2027](#) [2027-2028](#) [2028-2029](#)

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS	EVALUATION
Strategy 1: Ensure that Indigenous content is included across curricula	
Strategy 2: Ensure that truth and reconciliation are evident across curricula	
Strategy 3: Ensure that Indigenous perspectives are included across curricula	



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of First Nations, Métis, and Inuit Student Success. We looked at the data from the SOS-Q Survey, Intellectual Engagement Survey, Math Intervention Programming Instrument, the Grade Literacy Assessment, the Cultural Perspectives Student Survey, and AEA Measures for First Nation, Metis and Inuit students. This data told us that:

- FDS teachers do an excellent job helping students understand truth and reconciliation.
- There is room to improve upon our integration of Indigenous perspectives, across a variety of curricula
- There is room to improve upon our discussions of culture, and to create a greater sense of cultural belonging.

» OUR STORY OF SUCCESS: TEACHING, LEARNING & LEADING

Our greatest area of strength is our collaborative culture. Staff all have their areas of expertise and can leverage these strengths to become better together. This is further reflected in the data that indicates that our professional learning communities and respective professional bodies of knowledge are both high. Additionally, FDS has a culture of high expectations for students and staff alike. FDS teachers seek to constantly refine both their course materials content and instructional design quality. As a staff we work in direct connection with the Director of Distributed Learning, who possesses deep knowledge of Moodle and the various tools included therein. By working with system supports, teachers refine their practice, and ensure that best practices are used in designing deep, transferable learning, that is able to respond to the needs of more learners than previously possible.

Our greatest area of growth is to achieve greater clarity around our school's vision, mission and values. To achieve this, a sustained effort to communicate the vision of the school will be taken up by the leadership team. If achieved, this will give staff the confidence to know that their collaboration, and strengths are advancing the goals of the school.

Evidence of Success & Resources

- Innovation and Design
- Learning that Transfers
- Truth and Reconciliation for Learner Success
- Indigenous Learning
- Principles of Practice for French Immersion
- Principles of Practice for Literacy
- Principles of Practice for Numeracy and Mathematics



98%

of staff indicate the professional learning and collaborative culture is high.

(FSD Professional Learning Survey)

81%

of staff indicate the professional body of knowledge is high.

(FSD Professional Learning Survey)

81%

of staff indicate the professional learning communities are high.

(FSD Professional Learning Survey)

71%

of staff indicate the vision, mission and values are clear.

(FSD Professional Learning Survey)

TEACHING, LEARNING AND LEADING GOALS

GOALS	OUTCOMES	INDICATORS	MEASURES
<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> • Cultivating a culture of high expectations for all students and staff to optimize student learning and achievement. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Collaboration and reflective practice amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaborating with other teachers and leaders to build personal and professional capacities and expertise. • Professional learning is aligned to standards of professional conduct and standards of professional practice and leadership. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction, assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Build professional capacity and a commitment to continuous improvement. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Building the capacity of teachers to respond to the learning needs of all students. • Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. 	<p>Advance excellence in teaching, learning, and leading</p> <p>Advancing student growth and achievement through a sustained focus on optimizing teaching, learning and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.</p>	<ul style="list-style-type: none"> • 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.

RESULTS ANALYSIS FOR TEACHING AND LEADING

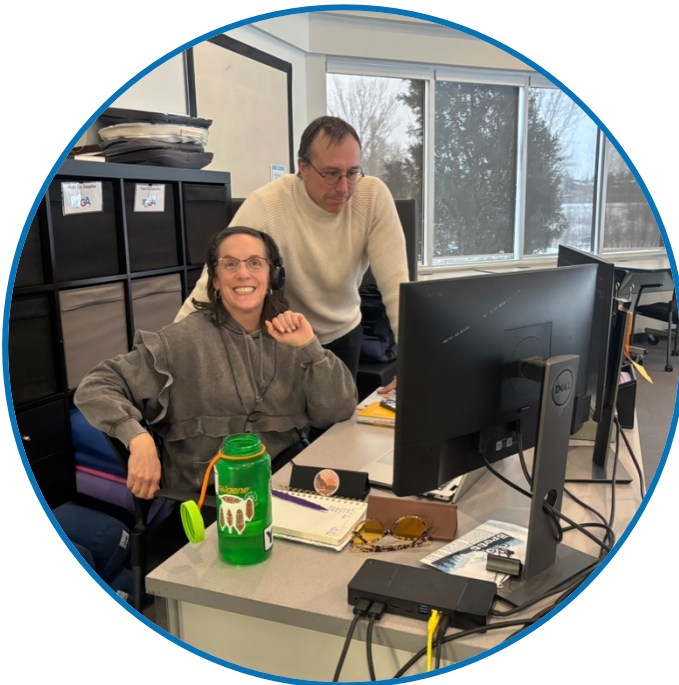
[Previous Results \(4-Year Data Trends and Key Insights\)](#)

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.					In-service jurisdiction needs Provincial Measure	
	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge	School	Prov
2024-2025	71	98	81	81		
Evaluation	High	Very High	High	High		

STRATEGY ANALYSIS

Strategy Implemented in [2024-2025](#) [2025-2026](#) [2026-2027](#) [2027-2028](#) [2028-2029](#)

TEACHING AND LEADING	EVALUATION
Strategy 1: Promote PLC collaboration that is useful and meaningful.	
Strategy 2: Leverage Data-driven collective inquiry – use data to inform PLC goals.	
Strategy 3: Promote external professional development using Foothills Local ATA PD Funds.	



DATA ANALYSIS

In telling our story of success we look at the progress we made in advancing our goal of Teaching, Learning, and Leading. We looked at the data from the AEAM and our FSD Professional Learning Survey. This data told us that:

- Our staff have a strong culture of collaboration and professional learning. This is reinforced both by our individual strengths which are shared amongst staff members, as well as our collective strengths which contribute to the success of our school as a whole.
- Our professional learning communities are also highly rated, which stems from the strong culture of collaboration in FDS.
- Our professional body of knowledge is also highly rated, which is reflected in the various areas of strength possessed by all members of the staff.
- Our clarity of vision and values is high, but has room to grow. Increased frequency and clarity of internal communication from school leadership about this topic should improve this metric.

