



Foothills Academy Education Plan 2022-2025

Foothills Academy strives for continuous improvement in teaching, learning, social & emotional development, and advocacy to the wider community of individuals and their families living with Learning Disabilities. In line with our Mission, we continue to grow and further our success *to facilitate learning in persons, primarily youth and children, identified as having a Learning Disability by providing quality educational programs and a supportive environment for families and staff. We also recognize that we are partners within a universal system of research, public education, in-service and advocacy through our Community Services.*

This Education Plan provides further assurance that we have an ongoing commitment to our Vision whereby we will *be recognized for our expertise in working with individuals identified as having Learning Disabilities locally, provincially, nationally and internationally.* We work with all stakeholders to refine the Education Plan, so that we continue our evolution and enhance our support of, and service to, those students and families living with Learning Disabilities in the Foothills community. Stakeholder engagement is a critical piece of the Education Plan, as we all have an important role to play in the successful education and school experience of all our students. Staff, students, families, board members, government, donors, volunteers and the wider professional community all impact the future direction of Foothills Academy and the Education Plan. Engaging stakeholders in a variety of formal and informal ways provides additional data to support the direction of the Education Plan.

This document builds upon last year's Education Plan, and focuses upon goals for growth and development for the next three years. Foothills Academy's philosophy is founded in the evidence-based practices of Self-Determination Theory, from where our core pillars are built so that all students can:

- Find Understanding
- Build Confidence
- Maximize Potential

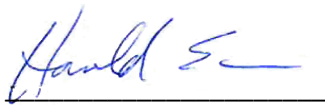
These founding principles are embedded throughout our practices at Foothills Academy, and are a driving factor in our Education Plan. Self-Determination is reflected in each of the key domains of: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and the Local and Societal Context. These domains also encompass stakeholder engagement, evidence-based practices and opportunities for capacity building and growth in all staff.

As we move into a post-pandemic Alberta, our focus this year is to ensure the health and wellness of all students is supported, as well as identifying gaps in learning which may just be emerging as a result of the pandemic. We remain resolute in our conviction that all students with Learning Disabilities can succeed at very high levels, academically, socially and emotionally. All individuals have relative strengths, and although these are not a result of any disability, they are an important focus for success in school, and are supported by the development of growth mindsets and evidence based strategies and programs. The evidence based decisions we make to drive our school program forward are continually reviewed and evaluated so that we ensure to provide the best services and supports to students as possible. Students are expected to transition into post-secondary education or into meaningful sectors of the workplace. Therefore, a significant part of our continuous growth and development is the ongoing review and evolution of best practices and evidence based research to drive our daily work, in order to meet the needs of every individual student.

Accountability Statement

The Education Plan for Foothills Academy Society commencing May 31st was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2022 – 2025



Harold Esche (Board Chair)

June 23, 2022

Date

STUDENT GROWTH AND ACHIEVEMENT

Priorities and Outcomes	Strategies	Performance Measures	Results 2021/22	Next Steps 2023
Foothills Academy's students will continue to achieve student learning outcomes with significant achievements in standards of excellence in PATs and Diplomas.	<p>Staff participation in marking of Diploma and PAT exams</p> <p>Team Lead participation in new curriculum engagement opportunities through Alberta Education</p> <p>School-wide development of consistent CBMs</p>	<p>3% increase in PAT and Diploma results in standards of excellence</p> <p>Local CBM data will indicate all students are at or beyond an acceptable standard in literacy and numeracy by grade 9</p>	<p>COVID-19 negated PATs and Diplomas, so we will continue to evaluate this measure.</p> <p>Previous year AEAMs: High School Completion in:</p> <ul style="list-style-type: none"> • 3 years: 100% • 4 years: 90% • 5 years: 95% <p>CBM data is collected three times over the year in a systematic approach through the Skills Specialist. This is ongoing.</p>	<p>Continued focus on increasing PATs and Diploma results in standards of excellence by 3%.</p> <p>CBMs will be evaluated and shared directly with parents and/or included in each student's IPP.</p>
Foothill Academy will focus upon skill development and remediation programs through high-school to make further gains on students' standards of excellence in Diplomas.	<p>Evaluate remediation and skills classes in the high-school; with a focus upon transition to post-secondary.</p> <p>All relevant staff will be trained in the Wilson Language System.</p> <p>Specific numeracy training and support will be provided to all relevant staff.</p>	<p>All students will access daily skills/remediation classes</p> <p>Over 60% of students will access Tier 2 on Foothills MTSS.</p> <p>Less than 10% of students will require Tier 1.</p> <p>PAT and Diploma results will increase 10% at the acceptable standard.</p>	<p>Skills classes for reading, writing and math, have been incorporated into every student's daily schedule.</p> <p>All high-school students access Tier 2.</p> <p>Continue working towards only 10% of students requiring Tier 1.</p> <p>Continue to evaluate this measure</p>	<p>Skills classes will continue in the same format and be assessed periodically throughout the year.</p> <p>All high-school students receive Tier 2 supports, and further transition to post secondary plans "Foothills Footpaths" will be developed. This will also support class selections and positively impact diploma results.</p> <p>Move into the second year of working 1:1 with Read/Write instructors to provide tier three services.</p> <p>September 2022 analysis of results and blueprints from Diplomas and PATs.</p>
Foothills Academy continues to prioritize student health and wellness, in post-pandemic Alberta	<p>Train staff in the wellness MTSS</p> <p>Wellness surveys for staff and students.</p> <p>Professional development around trauma informed classrooms.</p>	<p>Referrals for social and emotional supports decrease by 10%</p> <p>Response to counselling service provision: Time from referral to delivery of services will be within 24 hours (urgent need), to within 3 days for</p>	<p>Staff check-ins showed a greater desire for social-emotional supports for the classroom.</p> <p>In the moment crisis support has been met by the counselling team, to help students, beyond the realms of scheduled counselling.</p>	<p>Moving forwards our focus on health and wellness will build greater capacity in the classroom, and with parents, via "Open Parachute".</p> <p>Open Parachute will be deployed in September with ongoing staff training over summer and throughout the year.</p>

	<p>Engage with outside agencies (Empowering Minds, Calgary Centre for Sexuality, digital citizenship) to strengthen programming for Health/CALM classes</p> <p>Establishing intentional pragmatic language programming for Junior high and elementary students to bridge gaps in communication skills</p>	<p>acute anxiety, to within 2 weeks for general referrals.</p> <p>OT & SLP referrals will meet the needs of all students referred.</p> <p>Over 90% of students will report they feel safe and cared for in the Alberta Education Assurance Measures (AEAM).</p>	<p>The OT & SLP staff provided services to all students referred for support. Over 30% of the students had access to counselling services, and 10% of students accessed OT and/or SLP.</p> <p>83% of students reported feeling safe and cared for.</p>	<p>Over 90% of students, teachers and parents will report that Foothills Academy is a safe and caring environment.</p>
<p>Foothills Academy will develop ongoing resources for post-secondary success and workplace transitions.</p>	<p>Maintaining relationships with post-secondary partnerships specific to learning centres.</p> <p>Develop life skills elective rotations in Teams 2-3 to scaffold skills necessary for independent living</p> <p>Establishing Alumni committee for student mentoring in transitions to post-secondary specific to institutions in Calgary.</p>	<p>>80% of parents will report that students have the knowledge and skills for lifelong learning in the AEAM surveys.</p> <p>High-school to Post-secondary transition rates are >55% (4 year rate) and >75% (6 year rate).</p>	<p>87% of parents reported that students have the knowledge and skills for lifelong learning.</p> <p>High-school to Post-Secondary transition rates were 45% (4 year rate) and 70% (6 year rate).</p>	<p>The role of the career counsellor will be expanded in September 2022, to include more Post-Secondary partnerships.</p> <p>The additional role will result in there being a specific role for guidance/careers, and one specific role for Learning Strategies. This role will be responsible for Open Parachute in high-school, CBM data, "Footpaths", life-skills, IPP goals completion.</p> <p>High-school to Post-Secondary transition rates will be >70%.</p>



TEACHING AND LEADING

Priorities and Outcomes	Strategies	Performance Measures	Results 2021/22	Next Steps 2023
<p>Foothills Academy will continue to enhance the evidence-based intervention programs targeted at students with Learning Disabilities. Literacy and Numeracy will be consistent school-wide.</p>	<p>Provide comprehensive professional development on targeted programs</p> <p>Continue research through the Best Practices Committee on evidence-based programming</p> <p>Implement specific evidence-based strategies into all Language Arts and Math classes</p> <p>All students will receive skills and remediation classes daily, and all staff will be trained to support students with evidence-based interventions.</p> <p>Develop a data base of pre and post assessment to monitor student growth in reading and math</p>	<p>Wilson Language training will be conducted in 'Foundations' and 'Just Words' for all relevant staff.</p> <p>All staff will report a clear understanding of the literacy supports provided at FA.</p> <p>Wilson Language resources will be implemented in all skills classes and ELA classes, with >90% satisfaction in end of year local surveys.</p> <p>Satisfaction of the overall quality of education will be reported at >95% (teachers), >90% (parents), >90% (students).</p>	<p>All relevant staff are trained in the appropriate Wilson Language System program.</p> <p>Continually evolving the specifics of the Literacy program.</p> <p>End of year review for Wilson was delayed, and is a continued measure this year.</p> <p>95% of teachers were satisfied with the overall quality of education. 96% of parents, and 87% of students (overall 92%) were satisfied with the quality of the education.</p>	<p>Continue to evolve best practices. The committee will meet monthly throughout the 2022/23 school year to evaluate current and future programs and processes.</p> <p>The Skills Specialist position will refine the Literacy & Numeracy Philosophy school-wide and support all staff with PD in this area.</p> <p>Consolidate which aspects of Wilson are (and are not) working.</p> <p>Skills specialist will also focus on administration of Executive Functioning testing and data collection via the CEFI. With SOS-Q a survey to implement in the 2023/24 school-year.</p> <p>Satisfaction of teachers, students and parents about the overall quality of education will be >90%.</p>
<p>Foothills Academy will continue to review and create opportunities for appropriate learning experiences to enhance their future goals through a broad program of studies.</p>	<p>Develop alternative programming to replace the courses formerly delivered by ADLC.</p> <p>Continue to explore the expansion of electives in homebuilding and outdoor education</p>	<p>Student and parent surveys will demonstrate >85% satisfaction with the programs offered.</p> <p>100% of high-school students will have access to a new STEM lab, and associated lesson.</p>	<p>76% of students, parents and teachers are satisfied with the programs offered.</p> <p>All high-school students access the STEM labs in all science classes, and select electives.</p>	<p>Integrate the outdoor classroom into curriculum, electives and wellness. All staff will be trained in outdoor classroom use and etiquette for September 2022. All students and classes will use the classroom through the course of the year.</p> <p>Evaluate more hands-on programming, including fibre arts and robotics.</p> <p>Pursue the development of further dual-credit opportunities and partnerships with other institutions.</p> <p>Drama production and the art program will be expanded during the 2022/23 school year, with plans developed for additional art space for 2023/24.</p>

<p>Foothills Academy will enhance and expand expectations for ongoing growth and development for all staff. Including ongoing opportunities for Distributed Leadership.</p>	<p>Deliver ongoing specific constructive expectations rubric and associated feedback from observations and walk troughs</p> <p>Continue to ensure TPGPs are meaningful to teacher and school needs in relation to Learning Disabilities.</p> <p>Rigorous onboarding for all staff</p> <p>Leadership for Transitions will be doubled</p>	<p>All staff will participate in all on-site professional learning, and >35% will participate in external professional learning opportunities.</p> <p>Reports that the school has improved or stayed the same in the last three years will be >90% (teachers), >90% (parents), >80% (students).</p>	<p>Weekly PD in addition to PD days. COVID-19 restricted off-site PD</p> <p>Reports that the school has improved or stayed the same in the last three years will be >90% (teachers), >90% (parents), >80% (students).</p>	<p>Increase Off Site Professional Development.</p> <p>Evolve the onboarding process to be more rigorous throughout the entire first two years of employment. A comprehensive onboarding manual will be provided to new staff.</p> <p>There will be an EF and careers specialist in high-school to work directly with students and staff.</p> <p>The Skills Specialist (for Literacy and Numeracy) will work predominately with students and staff from grades 3-9.</p> <p>The Classroom guide will support and clarify school culture, assessment practices and classroom management.</p>
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LEARNING SUPPORTS

Priorities and Outcomes	Strategies	Performance Measures	Results 2022/21	Next Steps 2023
<p>Wrap-around services to support the academic, social and emotional wellness and development of students, will be provided to all of those in need.</p>	<p>Regular monthly meetings with Community Services and adminto review services</p> <p>Establish systematic communication process to inform, share feedback, listenand respond to concerns withtimely follow up</p>	<p>OT/SLP will provide detailed reports for all referred students.</p> <p>Over 90% of students will report they feel safe and cared for in the Alberta Education Assurance Measures.</p>	<p>Administration receives detailed reports to review and OT/SLP contribute directly to IPPs.</p> <p>83% of students felt that their learning environments are welcoming, caring, respectful and safe.</p>	<p>A designated position for an Educational Assistant to work with specific groups of students in need will be created for 2022/23. This will be above and beyond the current EA structure. This position will meet the academic and Executive Functioning needs of specific students.</p> <p>The position will be full-time and follow students, rather than be classroom based.</p>
<p>Ensure all students receive essential individualized programing supports to focus upon areas of need in relationto Learning Disabilities, and as a complement to the overall program of studies.</p>	<p>All staff will be trained in elements of literacy and numeracy remediation; whole-class, small groups, and one toone intervention.</p> <p>All staff will have consistent communication with studentsand families regarding the whole-school approach to literacy and numeracy.</p>	<p>All students will have appropriate literacy and numeracy assessments, and related interventions, beginning in September 2021.</p> <p>AEAM measures will show >92% students belong and aresupported and successful in learning.</p> <p>AEAM measures will report that >95% families are encouraged and supported in helping their children be successful learners.</p>	<p>This is ongoing, and students will continue to be evaluated on their growth in their areas of need by the Skills Specialist.</p> <p>72% of students reported that they belong. Ongoing work will continue to re-boot student engagement post-COVID.</p> <p>93% of families report being supported in helping their children be successful learners.</p>	<p>Ongoing communication to parents will increase with more frequent, scheduled calls to every family over each term; in conjunction with regular meetings, emails, reports and parent teacher interviews.</p> <p>Over 80% of the families will attend transition nights for grade 7, 10 and post secondary.</p>
<p>As an agent of reconciliation, Foothills Academy will further embed FNMI culture, history and education across the curriculum.</p>	<p>Develop shared resources for teams and/or departments to access appropriate FNMI resources</p> <p>Increase staff knowledge and confidence in utilizing FNMI resources</p> <p>All students will experience appropriate FNMI activities and instruction throughout the year.</p>	<p>All subjects will have appropriate resources to incorporate FNMI culture, history and education throughout the year: with increased focus during Indigenous People’s Month, and on National Indigenous People’s Day where appropriate.</p> <p>Partnerships with local FNMI communities will be fostered and encouraged to participate inschool related events.</p>	<p>Shared Google Drive is continually updated with appropriate resources accessible to all teachers in all grades.</p> <p>AEAM’s measures for FNMI students is suppressed due to low number of self-identified FNMI students and families. However, Foothills continues to support all students with appropriate FNMI activities and instruction throughout the year.</p>	<p>Developing partnership with FNMI groups to support us with the building of the Outdoor Classroom. The connections will run throughout the 2022/23 school year and beyond; initiated by connecting with First Nations to advise on, and collaborate with, for the Outdoor Classroom.</p> <p>Connections for the 2022/23 school year are to be made with an Indigenous Community Support Agency.</p>

GOVERNANCE

Priorities and Outcomes	Strategies	Performance Measures	Results 2021/22	Next Steps 2023
<p style="text-align: center;">Articulate the desired culture and environment for Foothills to establish itself as an expert in the field</p>	<p>Create clear processes for leadership to provide continued support for all literacy, numeracy and social/emotional remediation.</p> <p>Provide consistent, planned and sustainable professional learning to all staff at a minimum of two Fridays per month over the school year.</p> <p>Monthly meetings to review assessment and remedial programs.</p>	<p>Students and parents will report in surveys a high level of satisfaction in relation to opportunities for success and appropriate support and intervention.</p> <p>External stakeholders in related professional fields (education, health care, social services), and parents, will report a high level of confidence and satisfaction towards the expertise provided and delivered by Foothills Academy workshops.</p> <p>Leadership and teachers develop and deliver monthly common message(s) to reinforce the desired culture</p>	<p>89% of students, parents and teachers report satisfaction in relation to appropriate supports and interventions.</p> <p>Weekly meetings and weekly staff-wide newsletters support the culture.</p> <p>Fireside chats provided one on one meetings with administration to share, collaborate and plan.</p>	<p>Board strategic planning committee will be a focus during the 2022/23 school year.</p> <p>Administration will continue to meet monthly with the Parents' Association.</p>
<p style="text-align: center;">Articulate the desired culture and environment for Foothills to establish itself as an expert in the field</p>	<p>Foothills will provide professional learning opportunities for other independent and public school teachers; at least three PL sessions over the course of the year will include external stakeholders from other school jurisdictions</p>	<p>Foothills Academy's case for support will be distributed throughout the community.</p> <p>There will be a 25% increase in the number of external professionals taking Foothills Academy's online courses.</p>	<p>The Case for Support will be re-imagined for a post-COVID world, and distributed over the 2022/23 school year.</p> <p>Participants in online courses are growing, and more specific demographic data collection will be conducted over the 2022/23 year.</p>	<p>Foothills will continue to develop online courses for professionals, building upon the LD and ADHD course. We will continue with the 4 credit graduate level course at the U of C, and the creation of a transitions course in conjunction with the U of C.</p>

LOCAL AND SOCIETAL CONTEXT

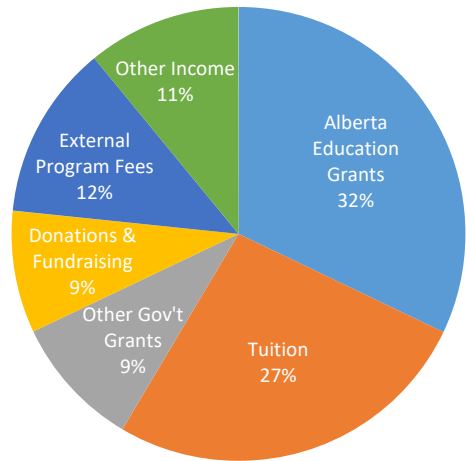
Priorities and Outcomes	Strategies	Performance Measures	Results 2021/22	Next Steps 2023
Develop outstanding professional development through in-house courses, to train all staff at for minimal expense.	<p>Regular administrative review of processes and decision making, and staff feedback of satisfaction and growth.</p> <p>Increase fireside conversations with administration.</p>	<p>All staff have through and ongoing policy and procedure reviews, including professional practice documents.</p> <p>Student re-registration rates will be an indicator of the demand and satisfaction in the school program.</p>	<p>Increased speed and efficiency of re-registration has enhanced the process, and will be able to be clearly evaluated at the start of the 2022/23 school year</p>	<p>Furthering Foothills outreach will be an area of growth for the 2022/23 year, with the development of more online programming.</p> <p>Internal development of onboarding videos and instructional PD videos made 'in-house', will be created over the course of the 2022/23 school year.</p>
Foster advocates to champion Foothills Academy, and remain a leader in Learning Disabilities.	<p>Clarify the ongoing mission and vision of Foothills Academy, and embed it into all staff and board meetings.</p> <p>Formal administration meetings throughout the year to consolidate the consistency of the required messaging for promoting the mission and vision of Foothills Academy.</p> <p>Access Alumni for post-secondary and mentoring opportunities for existing students for transitions and career exploration</p>	<p>Encourage stakeholders to promote FA attributes and successes.</p> <p>Senior Administration (Executive Directors) will meet quarterly with potential donors and supporters of Foothills Academy.</p> <p>Increase frequency of Alumni engagement and promotion - with regular postings on social media, surveys, and annual mail outs.</p> <p>Administration (School Program Coordinators) will support staff to deliver effective 'elevator pitches' lauding the merits, successes and mission of Foothills Academy.</p>	<p>Continue to be a leader, champion and resource for supporting students living with Learning Disabilities.</p>	<p>Create stakeholder testimonials over the course of the year, using the new media/filming studio.</p> <p>Develop PD and onboarding videos to help with consistent capacity building in staff.</p> <p>Initiate plans for website development during the 2022/23 school year.</p> <p>Further systematic engagement in social media communications, with monthly themes and targeted communications.</p> <p>Develop community outreach via school clubs including the GSA and the Girls Only Club.</p> <p>Increase alumni engagement by 25% in anticipation of the 45th anniversary of Foothills Academy.</p>

FINANCIAL STATEMENTS 2020 - 2021

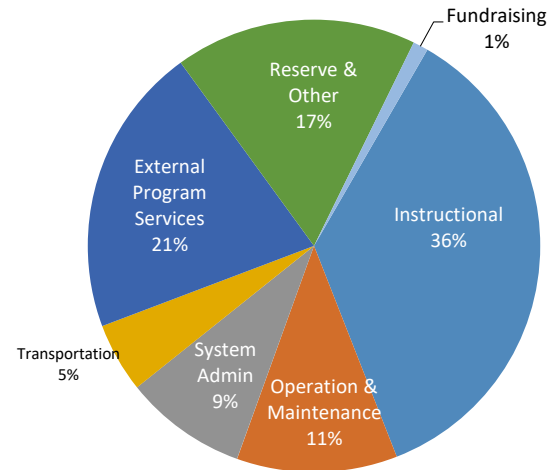
For the period September 1, 2020 to August 31, 2021

Foothills Academy Society

Revenue: \$12,117,624



Allocations: \$12,117,624



As directed by Alberta Education, Foothills Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information contact the Business Office at (403) 270-9400. Information can also be found on our website: www.foothillsacademy.org

Audited statements are available upon request.
Auditor: Sihota Taylor

The board directed that \$196,500 be allocated to the building Maintenance Reserve fund as per a building life cycle review conducted by an engineering firm and that the remaining surplus be allocated to an Operating & Bursary Program reserve. Capital spending this year included the completion of the replacement of the stucco siding and roofing, the upgrading of two high school STEM lab classrooms as well as the creation of a science storage room plus five additional breakout instruction rooms.

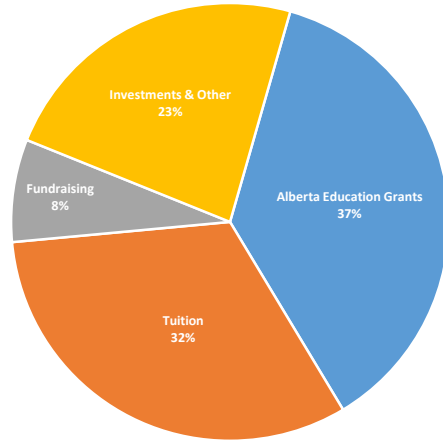
Although the pandemic caused a dramatic reduction in our ability to hold fundraising events this year, thankfully, due to the generous support of our community, we were still able to award 302 bursaries for the school and Community Services programs in 2020/21. The economic downturn and the pandemic has led to a 26% increase in bursary funds provided this year. This financial assistance to families accessing our programs is valued at \$ 1,381,296.

FOOTHILLS ACADEMY SOCIETY

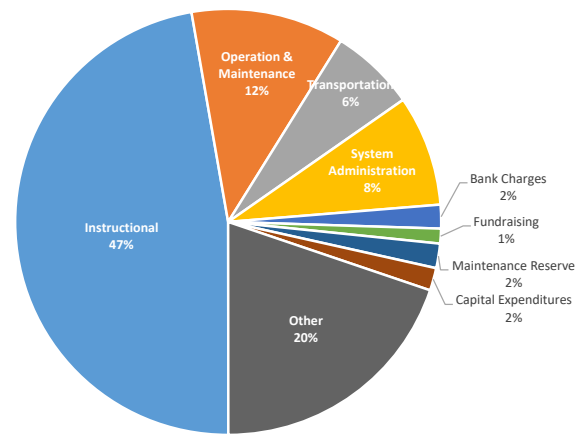
OPERATING BUDGET 2022 - 2023

For the period September 1, 2022 to August 31, 2023

Revenue: \$10,562,688



Allocations: \$10,562,688



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Budget 2022/23

Revenue Summary

Alberta Education Grants	\$3,900,850
Tuition	\$3,396,000
Fundraising	\$799,000
Investments & Other	\$2,466,838

Total Revenue \$10,562,688

Allocation Summary

Instructional	\$4,990,002
Operations & Maintenance	\$1,227,631
System Administration	\$888,305
Transportation	\$680,250
Bank Charges	\$189,000
Fundraising	\$119,000
Maintenance Reserve	\$196,500
Capital Expenditures	\$180,000
Other	\$2,092,200

Total Allocations \$10,562,688