



School Education Plan 2024/25

Discovery Trails Online School



Sept 2024



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

At Discovery Trails Online School, we are committed to supporting the division's goals of advancing student numeracy and literacy, building future-ready students, and fostering inclusive, engaging, and healthy learning opportunities for all. As we reflect on our work thus far, we are excited about the progress our students have made and the strategic direction we're taking to move forward.

In alignment with the division's focus on numeracy and literacy, we have set an ambitious goal to increase the number of our students at or above grade level in numeracy by 20% by the end of the school year. Through targeted interventions, use of tools such as IXL, and ongoing professional learning for our staff, we believe we can achieve this goal. Parental support plays a crucial role in this effort. We encourage parents to access their child's IXL account and provide time for students to complete recommended tasks at home, reinforcing the work being done in the virtual classroom.

To build future-ready students, we recognize the importance of increasing student engagement and attendance. Our goal is to raise the number of students attending school 90% of the time by 20%. We rely on parents to notify us of any concerns or barriers to attendance and to stay familiar with our attendance procedures and available supports.

Creating an inclusive and engaging online environment is essential to our community. Utilizing Positive Behavioural Intervention Strategy (PBIS) structures, we are formalizing a shared language and understanding among students, staff, and parents. This year, we aim to increase our score on the Tiered Fidelity Measure by 15%. Parents can play a significant role by sharing their input through parent council, surveys, or direct communication with classroom teachers.

A new initiative we're excited to introduce is "DTO 101," designed to help new students quickly acclimate to the technical skills and culture of online learning. This program ensures that students can transition smoothly into our virtual environment. In addition, our in-person activity days every six weeks offer students a chance to connect face-to-face, building a strong sense of community.

As a team, we are energized by the potential to meet these goals and look forward to continued collaboration with parents to support our students' growth and success. Together, we will create a dynamic and supportive learning environment for every student.

Sincerely,



Bob Rodgers

Principal

School Profile

<p>Principal: Robert Rodgers Website: https://discoverytrails.rockyview.ab.ca</p>	<p>Mission: We make learning accessible to all and meet the needs of the whole student. Beliefs: Our students are adaptable learners who rise to the challenges of the world.</p>
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Total Number of Students: 174

Grades Served: 1-9

Total Number of:

- Classroom Teachers: 8
- Learning Support Teacher(s): 1
- Learning Assistant(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 1
- Caretaking staff: 1

School Diversity Profile

As with all Rocky View Schools, Discovery Trails reflects a rich and diverse learning community.

Notably, 8.79% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 13 per cent of our school population. The most common first languages for these students are South Central Asian languages.

As an inclusive school, we welcome 5.6 per cent of our students who have significant learning needs.

Additionally, we organize engaging in-person activity days at various locations across our school division, emphasizing physical activity and play-based, land-based learning. Furthermore, we offer exciting off-site field trips, such as ski and snowboarding lessons at COP as well as fun social opportunities like our middle school field trip to Callaway Park. Middle School students can compete in division extracurricular sports with badminton and track and field. Our year-end concludes with a school BBQ in the park in Airdrie where students and their families have the chance to connect with each other and their teachers. These experiences not only enrich our students' education but also strengthen our tight-knit community and encourage lifelong learning and friendships. Whether students can attend in person or from anywhere the Internet allows them to connect, we offer lots of ways for students to connect and build relationships with each other and their instructors.

Student Feedback from Spring 2024

What do students think is going well?

- Enjoying the gamified approaches to learning
- Flexibility in how they learn
- Talent show opportunities
- Making friends
- Feeling safe and comfortable at school
- Support from teachers
- A learning environment that meets individual needs
- Alternative delivery methods that help students with anxiety reintegrate into the virtual classroom at their own pace and comfort level
- Extra support and the ability to ask for help when needed
- Being able to compete in high-level sports without interrupting their education
- A safe and inclusive environment

What do students think could be improved?

- More in-person days and field trips
- Improved technology support and troubleshooting
- Better transition process for new students to learn online procedures
- A clearer understanding of technological expectations before starting
- Help with time management and goal setting
- More time to complete assignments, as it takes longer to do things online
- Reducing distractions
- Managing noise in the classroom to help students focus
- Offering a wider variety of CTF (Career and Technology Foundations) classes each year—more choice
- Better math supports
- Activities that include students from all locations—Chestermere students feel left out
- Posting assignments ahead of time so students can work at their own pace
- Clearer due dates and reassessment practices

Implications:

- Welcome letter should include RVS reassessment procedures.
- DTO 101 onboarding course will now include information on how parents can monitor their child's progress.

Parent Feedback from Spring 2024

What do parents think is going well?

- In-person days
- Students feeling safe and comfortable at school
- Support from teachers

What do parents think could be improved?

- More in-person days and field trips
- Better technology support and troubleshooting
- The increase in provincial/RVS testing and higher enrollment over the year impacts teacher instruction and support
- Creating ways for parents to connect with each other
- Clearer communication on art project timelines, including due dates and required materials (some parents are still missing this information despite emails and classroom updates)
- More opportunities for students to connect with each other online
- Providing feedback and next steps for fast finishers to extend their learning

Implications:

- Focus on building stronger connections between students, parents, and teachers
- Organize an online meet-and-greet with the principal to foster communication between parents and staff
- During Active Living Day, invite parents to stay in a separate space to engage with each other

RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-9 - Percentage of students receiving universal supports.	ECIS Math Assessment 2024	59.3%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	33.3%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	51.6%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3 and 7	RVS Writing Assessment	40.7%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	23%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	42%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	65%

What does this data tell us is going well?

- Percentage of students achieving their IPP goals

What does this data tell us could be improved or worked on?

- Attendance—this will always be a work in progress
- Math, especially for grades 7-9
- PBIS (Positive Behavioural Interventions and Supports), though it is still in the early stages
- Writing assessment, which is also in the early stages
- Tracking students who have been with us for several years to monitor long-term progress

Implications:

- Reflect on our progress as we go.
- Focus on analyzing more granular data—aggregate numbers aren't sufficient.
- Data needs to be contextual, considering our transient student population.
- Identify more data points—track students who join mid-year, as well as those who start and finish with us.

- Compare our data to other online schools, such as CBE Online School, to assess trends before and after enrollment.
- Explore opportunities for professional networking—DTO could host a session for online teachers to share best practices.
- Provide more direct math and reading support for grades 1-4 by implementing support classes.
- Investigate tools like Magic School AI, which explains prerequisite skills for students who are behind.
- Invite RVS Specialists to speak at a professional learning (PL) day.
- Build in tutoring and small group lessons to provide additional support.

OurSCHOOL Results

	Results as of Spring 2024
<p>The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills. (Pg 2 of survey results)</p>	<p>Percentage of students who: Are Interested and Motivated: EL 70 / Mid 23 Are Trying Hard to Succeed: EI – 81 / Mid 41 Feel challenged and confident in their learning related skills. EI – 68 Mid 72</p>
<p>The percentage of students who value school outcomes and have positive homework and studying behaviors. (Pg 1 of survey results)</p>	<p>Percentage of students who: Value school outcomes: EL: 79 / Mid 56 Have positive homework and studying behaviors. EI: 53 / Mid: 31</p>
<p>The average score out of 10 for relevance, rigor and effective learning time. (Pg. 7 of survey results)</p>	<p>The average score out of 10 for: Effective Learning Time: EI – 8.2 / Mid 7.1 Relevance: EI – 7.1 / Mid 6.1 Rigor EI 8.3 / Mid 6.6</p>
<p>The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.</p>	<p>Percentage of students who: Report a sense of purpose in life: EI 71 / Mid 60 Devote time to pleasurable activities EI 93 / Mid: 89 Have an understanding of their own culture EI: NA / Mid 42 Have an understanding of other cultures EL: 84 / Mid 71 Are goal oriented. EI 84 / Mid 51</p>

	<p>Have positive health El: 86 / Mid 66</p>
<p>The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.</p>	<p>Percentage of students who: Are planning to finish high school Mid: 65 Are planning to pursue a trade Mid: 14 Planning to attend a college or university program. Mid: 43</p>
<p>The average score for positive teacher-student relationships, positive learning climate, and expectations for success.</p>	<p>The average score out of 10 for: Positive teacher-student relationships El –8.7 / Mid 7.5 Positive learning climate El: 7.8 / Mid 6.8 Expectations for success El 8.3 / Mid 7.8</p>
<p>The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.</p>	<p>Percentage of students who: Report they are able to control their emotions and behaviors and maintain focus on a task. El: 63 / Mid 46</p>

<p>What does our data indicate is going well?</p> <ul style="list-style-type: none"> • Relevance, rigor, and learning time are positive aspects of student experience. • We are doing well in fostering cultural inclusivity. • Self-reporting from elementary students is much stronger across all aspects, along with higher overall participation.
<p>What does our data tell us could be improved?</p> <ul style="list-style-type: none"> • Engagement with learning in middle school students • Work completion and effort in middle school • Work habits and study behaviors, especially in middle school—parents may be helping elementary students with executive functioning skills. • Goal setting for middle school students

- The percentage of students who report being able to control their emotions, behaviors, and maintain focus on tasks.

Implications:

- There is a clear distinction between elementary and middle school in several areas.
- PBIS (Positive Behavioral Interventions and Supports) could be a possible solution, but it should not be seen as a quick fix—specific, targeted interventions are needed.

Alberta Education Assurance Measure Results

3 parents completed the survey in the spring of 2024

Assurance Domain	Measure	Discovery Trails Online School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.6	84.3	87.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	85.0	88.9	87.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	5.0	5.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	14.8	14.8	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	5.2	5.2	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.5	95.8	94.4	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	91.4	92.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	82.4	82.8	86.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.3	86.7	85.0	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- The data shows that students are generally engaged; however, this data only includes students who complete their work and may not fully represent the entire student body.
- Students who are engaged demonstrate high levels of involvement in their own learning and in the school community. However, the metric of approximately 85% does not account for a significant number of students who are noncommittal or absent.
- Results indicate strong relationships between students and teachers.
- There is a strong sense of a welcoming and caring environment in our online settings.
- Parental involvement is highly valued and positively impacts learning support.
- Access to learning support and services is excellent, both in self-reflection and as represented in the data.

What does our data tell us could be improved on?

- Increased representation from parents on the School Council.
- Expanding parental involvement beyond the context of learning support to engage the wider community.
- In terms of homework and engagement (study skills), many students are only completing the minimum requirements to achieve a checkmark, which does not clearly demonstrate their learning. Increased engagement in learning is needed.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We: Increase student ability / flexibility / competence in Numeracy.

School Goal 1: Have 20% increase in the number of students at or above grade level in numeracy by the end of the school year.

Data that informed this goal:

- Provincial numeracy assessments for Grade 1-3 – 33% at or above grade level.
- EICS assessments from spring of 2024 – 59.3%

Connection to the practice guide(s):

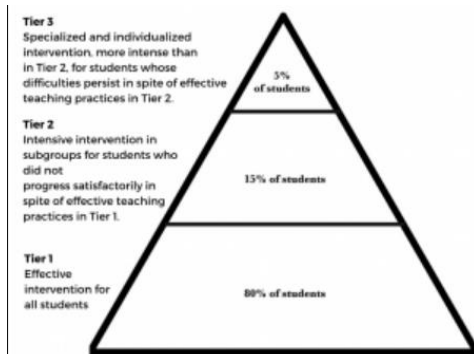
Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.”

Inclusive Education Practice Guide: Pg 12- “A Multi-Tiered Systems of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem solving and decision making is practices across the universal, targeted, and intensive tiers for supporting all students.”

Instruction and Assessment Practice Guide: Pg 9- “When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes.”

Strategies:

- RTI intervention model



- Collecting school wide data – looking at our students as a whole to see which strands and skills need to be addressed schoolwide and which groups need targeted skill practice
- Providing time for students to address the lagging skills. - Teachers need to ensure there is intervention time a couple of times per week to have kids work on their diagnostic action plans.
- PL on weak strands found within the school
 - Begin with PL on how to get the most out of IXL by exploring the assessment data that it provides
 - Exploring the different features of IXL to support instruction and intervention
- Using the new EICS measure.
- IXL arena assessment to gather current level of performance
- Using the current level of performance to assign intervention tasks that are individualized for the student.
- Using the current level of performance to tier student using the RTI formula to find school wide area of strength and growth as well as students who need more intensive support
- Use the assessment tools to find areas for PD for teachers to target content areas that need more attention.
 - Spreadsheet for every student in the school to track data on grade level and how they improve over the year.

Measures:

Using the ECIS assessment tool

IXL diagnostic tools

Teacher triangulated assessment

Parents can:

- Access the students IXL and help support at home by providing time for students to complete their recommended tasks

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • All classes are using the IXL tool to monitor ongoing progress in real time. 	<ul style="list-style-type: none"> • No adjustments at this time – continue to check in on student progress.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We: Increase student engagement and attendance

<p>School Goal 1: Increase the number of students who attend 90% of the time by 20%.</p>
<p>Data that informed this goal: Attendance stats from 2023/2024 – 42% attended 90% of the time.</p>
<p>Connection to the practice guide(s):</p> <p>Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.”</p> <p>Instruction and Assessment Practice Guide: Page 4 “Teaching and learning is centered around the student. It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities.”</p> <p>Inclusive Educations Practice Guide: “Through inclusive education, students, teachers, support staff and parents strive to actively, collaboratively, and intentionally remove barriers faced by children and youth...”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Student Attendance will be measured by two different categories <ul style="list-style-type: none"> ○ Non-attending students will be separated out. ○ For non-attending students we will improve their attendance to at least once a week. • We will have an attendance committee that will meet to review school attendance once a month. • Personal contact by CDA, Teachers, and administration to connect with students who are struggling with attendance. • Teachers will reach out to CDA and admin when students attendance starts to slip. • “Attendance matters” awareness campaign for parents <ul style="list-style-type: none"> ○ Create an infographic communicating steps of progressive intervention for school stakeholders (parents, students, staff). ○ Committee will continue to work on the DTO attendance procedures document.

Measures:

- PowerSchool Data – “Attender” review in Dossier
- Teacher reports on individual student attendance
- Attendance trends by month/grade/day.

Parents can:

- Notify the school of any concerns or barriers to attending school regularly
- Become familiar with the online school attendance procedures and supports

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • We have seen improved attendance rates when compared to last year at this time. 	<ul style="list-style-type: none"> • No adjustments to be made at this time – continue to monitor and support absentee students.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We: Utilize Positive Behavioural Intervention Strategy (PBIS) Structures to foster a sense of community, shared language, and purpose in an inclusive online school environment?

<p>School Goal 1: [PBIS] Formalizing the common definitions and institutional level understanding of our matrix with the intention of implementation with the student and parent body and Increase our tiered fidelity score up to 35%</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • Tiered fidelity score from Spring 2024: 23% • Previous work last year on mission and vision, draft of matrix and beginning work on common definitions.
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment Practice Guide-Page 4: “Designing learning, students learn through purposeful instructional design.”</p> <p>Inclusive Education Practice Guide: Pg 13 – “Set and teach school-wide behavioral expectations and acknowledgment.”</p> <p>Professional Learning Practice Guide: Pg 10 – “How we use our data and design our next steps” and “use a variety of sources and type of student, educator, and system data to plan assess, and evaluate professional learning.”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Utilizing the procedure demonstrated by the RVS coordinator for common definitions in all staff functions and staff meetings OR completing this work in committee • Informing and educating all staff on the matrix definitions and understandings • Informing and educating community on the matrix definitions and understandings

<ul style="list-style-type: none"> • Committee will have to allocate time/resources/PL/Communications to meet the above goals 		
<p>Measures:</p> <ul style="list-style-type: none"> • Production of definitions • Production of matrix • Aesthetics and visual design of matrix • Publication of matrix • Communications and norm documents for staff 		
<p>Parents & Students can:</p> <ul style="list-style-type: none"> • Voice input through parent council • Voice input informally through classroom teachers • Voice input through emails and direct communication (like surveys) 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Definitions complete 	<ul style="list-style-type: none"> • Stretch: Matrix Complete
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

School Council Review

Presentation of School Education Plan - Oct 9, 2024

School council comments:

- We have our work cut out for us and there is room for improvement.
- How do we get people to care?
- I'm curious what would make our students have a high academic standing?
- How can we help motivate our community.
- We have also found that we struggle with connecting with other families in an online community.
- How can we make our school known as a place where everyone can thrive.
- How can we find more ways to create connections.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of School

Lonni Shilliday

Principal signature on behalf of students and teachers of School

Bob Rodgers

