



2024 – 2029 EDUCATION PLAN YEAR 1

Heritage Heights

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

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

[Our 2022-23 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

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

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

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

OUR DIVISION

[Board of Trustees](#)
[Board Policy 01: Division Foundational Statements](#)
[Board Policy 14: A Place for All](#)

[Accountability and Assurance](#)
[Alberta Education and Foothills School Division Goal Alignment](#)
[Systems Thinking](#)

OUR GOALS & ASSURANCE MEASURES

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

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.

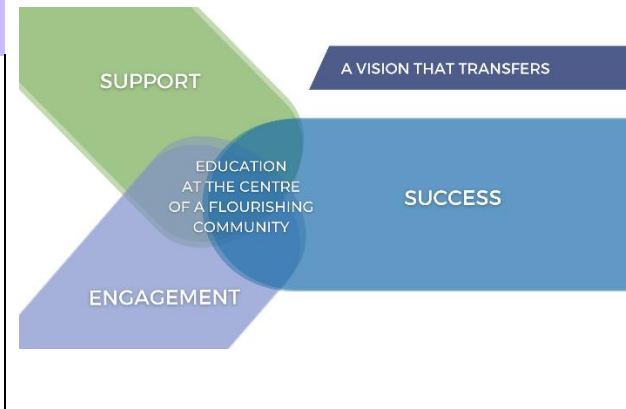
Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

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

Heritage Heights is a K-9 rural school steeped in community. We serve families from north of Okotoks, the area of De Winton and surrounding areas reaching to the Calgary limits. Many of our students are bussed to and from school daily. Our building is connected to the Scott Seaman Arena and St. Francis of Assis School, creating opportunities for community involvement.

Our instructional team consists of 21 teaching staff, 5 educational assistants, 2 administrators, 1 learning commons facilitator and an FSLC. A well-rounded learning team works diligently to meet students' academic and social needs. We offer pre-kindergarten, part-time and full-time kindergarten, elementary (grades 1-6), and junior high (grades 7-9) programs. We added Before and After School Care (Star Kids) to the opportunities for families. Within our Career and Technology Foundations programming, students have access to Maker Space learning and exploration of innovation and creativity. With the support of the Learning Common Facilitator and classroom teachers, students are encouraged to explore their imaginations in coding, robotics and Design thinking. Courses for grades 7-9 include visual and graphic arts, fine arts, fitness and a number of outdoor pursuits.

Our goal is to support students as they explore new areas of learning and develop some life-long interests. Through leadership initiatives, Student Matters and ad hoc advisory groups, we believe building leadership skills support student growth. Additionally, our school offers a range of extracurricular sports teams and actively participates in interschool athletics within the Foothills Athletic Council schools.

Excellence – Integrity - Leadership

**KEY
INSIGHTS**

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance stakeholder engagement and communications by:

1. Promoting parental opportunities for collaboration within the school by:
 - Communicating upcoming events, meetings and needs in the newsletter
 - Increasing opportunities for parent voice (surveys, emails)
 - Identifying a parent council coordinator to use Signup Genius for volunteer opportunities
2. Increasing awareness of improvement measures within the community through:
 - Quarterly updates in the newsletter and at parent council meetings
 - Celebration Memos to families

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

3. Creating learning opportunities and activities that challenge students toward excellence in learning

- Provide opportunities to practice and master foundational skills
- Provide extensions to learning through projects and CTF courses

4. Increasing student engagement

- Increase student hands-on and experiential learning
- Using Universal Design for Learning practices to increase student access to content
- Review CTF curriculum with teachers in grades 5-9 to align with objectives and provide students voice/choice in the learning

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

VIEW OUTCOMES AND INDICATORS

- **Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance wellness and well-being by:

1. Creating a robust model for student success
 - Identify student areas of need for intervention (academic, social, emotional)
 - Create and post a visual model of available supports for increased visibility
 - Review data (SOSQ, student wellness survey) in a timely manner to identify and support individuals
2. Providing clear, supportive and on-going conversations with staff about their supports (colleagues, benefit plans)
 - Share resources as they come forward
 - Model work-life balance for staff hours of work
3. Developing an understanding of the Circle of Courage, Restorative Practices
 - Work with Charity Tegler and Elder Saa'kokoto to increase an understanding of Indigenous ways of conflict resolution/character development

Advance a continuum of supports by:

- Continue to develop and implement a robust local and divisional continuum of supports.
- Continue to develop collaboration partners to support overall student success through leveraging data sources and student voice.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance innovation and design by:

1. Focusing on cross-curricular and project-based learning experiences
 - Review curriculum documents and ensure alignment for courses
 - Refine rubrics to ensure alignment with the updated assessment descriptors and curriculum documents
 - Build capacity using the expertise of the learning commons facilitator to work with teachers
2. Explicitly planning for relevance in learning and accessing community experts in various fields
 - Advance career education to provide students with real world experiences that prepare them for their future.
 - Create partnerships with agencies to develop skills (ATB, Jr. Achievement)
 - Provide authentic leadership opportunities for students (Veteran's Food Bank, Terry Fox, Heart of Hope)
 - Connect school leadership initiatives, leadership classes and Student Matters for robust student voice
 - Use ad hoc student groups for gathering student voice on matters of importance to them (dress code, playground safety, etc)

Advance learning that transfers by:

- Continue to advance understanding of how conceptual understanding, student agency and living with complex problems over time (FSD Guide to Success) enhance learning and engagement.
- Continue to advance student sense of agency through teaching and providing tools that promote the development of competencies, skills, and dispositions across curricula (interdisciplinary learning):
 - Thoughtbooks
 - Digital or visual portfolios
 - Thinking Routines
 - Collaborative learning and problem solving.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

GOAL

Advance literacy and numeracy by:

1. Advance the use of high-yield practices that support learning for transfer within literacy and numeracy outcomes.
 - Develop school-wide practices and resources to support literacy and numeracy development
 - Advance effective literacy programming based on:
 - Design for interdisciplinary complexity.
 - Explicit and systematic teaching.
1. Advance the use of effective numeracy programming in schools based on:
 - Developing a numeracy mindset.
- Developing accuracy and automaticity with numbers.

[VIEW OUTCOMES AND INDICATORS](#)

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **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.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Identify areas of growth and provide targeted instruction for skills.
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Support community understanding of the Circle of Courage framework.
- Create authentic learning opportunities to foster connection and understanding
- Work with Elder Saa'kokoto and Charity Tegler to provide authentic, culturally appropriate experiences.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading by:

- Continue to advance teachers understanding and use of effective design for learning transfer.
- Adoption of **Teaching Sprints model** for professional development to support growth and collective efficacy.

VIEW OUTCOMES AND INDICATORS

- **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.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.