



2024 – 2029 EDUCATION PLAN YEAR 2

Red Deer Lake

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

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 2023-24 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 land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

We would like to take this opportunity to recognize that Red Deer Lake School and Mok'insstis are on the traditional territories of the Peoples of the Treaty 7 region, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai Nations), the Tsuut'ina Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). This land is also the proud homeland of the Metis Nation. In the spirit of reconciliation, we would like this recognition to evoke in all of us a call-to-action of shared responsibility to the land and to our kinship relations. **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

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 2025-26
<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

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*.

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:

Advance Stakeholder Engagement and Communications

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

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.

SUPPORT

Learning Supports

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.

SUCCESS

Student Growth and Achievement

Goals:

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

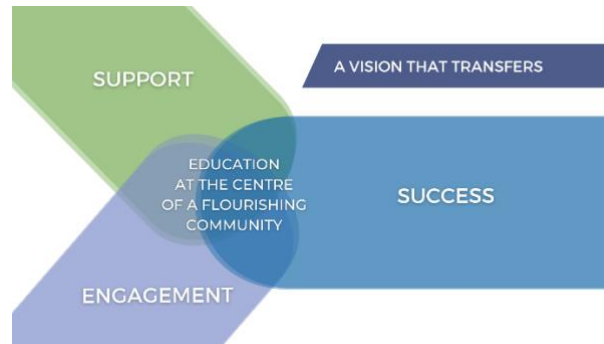
Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

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

At Red Deer Lake, we ensure that everyone feels like they belong, that we believe in our individual and collective potential, and we become our best selves through the choices that we make every day. When we ensure that everyone belongs, believes, and becomes, we are Dragons!

We are a K-9 school with approximately 480 students and 30 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development

When We Belong, Believe, and Become, We are Dragons.

We are 100% of Staff for 100% for Kids

- Everyone that walks through our doors is on our team. We welcome all and support everyone.
- We speak positively about students and staff. We understand that everyone makes mistakes and requires help, but we focus on the positive. How can we help? What do I not understand, yet?
- We assume good intentions and meet our team where they are at.
- We hold everyone responsible for their actions. When we make mistakes, we work together to amend fractured relationships.
- We learn together for the good of the team

People will forget what we said, people will forget what we did, but people will never forget how we made them feel.

- We have the right to be included in activities, to feel safe at school, and to belong.
- We have the responsibility to be kind and welcoming to all people at Red Deer Lake.

We are curious, not judgmental.

- We have the right to have our ideas heard and for others to listen.
- We have the responsibility to be reflective and to seek to understand where others are coming from.
- We seek to understand what is in our 'circle of control'.

We are braver than we believe, stronger than we seem, and smarter than we think.

- We work together to instill a belief in everyone's potential and capabilities.
- We believe in nurturing not only our academic skills but also our social, emotional, and physical well-being.

Not all those who wander are lost.

- We foster a sense of support among students, staff, families, and the wider community regarding their paths and passions.

The only person we are destined to become is the person we decide to be.

- The choices we make everyday impact who we become. We choose to make decisions that are respectful, thoughtful, and kind.

KEY INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Engaging with our partners in education, which includes the Board of Trustees, FSD Staff Members, Employee Advisory Groups, School Councils, Parents, Student Advisory Groups, and community partners. Continue our work with our School Council, weekly newsletters to families, and to improve and formalize the feedback loop with our Students' Matters team through monthly meetings.
- Utilize tools to report engagement data back to our partners in education to signify of the impact of their feedback as it relates to contributing to a positive learning community. Incorporate the idea of 'Dragons of the Month'.
- Recognition of key members of our learning community through avenues of recognition, days of celebration, and events to engage contributions to our flourishing learning community. Make our assemblies more purposeful and ensure we are tying our message back to our school goals.

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 the next steps.
 - Meet in grade level PLT teams once every six days to ensure that we are reviewing and improving our practice to meet kids where they are at.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Ongoing stakeholder engagement from across all levels including weekly newsletters, meetings formal and informal, various communication platforms, surveys, and focus groups
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Collaboratively analyzing data from various assessments (school-based, divisional and provincial) to inform the next steps in teaching and learning

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.
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
 - Create our version of 'Family Groupings' to further the K-9 school environment during our 'Dragon Time' time in our timetable.
- Continued focus on social emotional learning to support student well-being.
 - School wide focus on MindUp program.

Advance a continuum of supports by:

- Focus our time on explicitly relating our work through our continuum of support.
- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
- Leverage staff input to identify areas of growth and develop and implement creative solutions to address them through the Comprehensive School Health Framework.
- Continued focus on social emotional learning to support staff wellness.

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.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Support teachers designing learning for conceptual understanding, increases challenge, deepens thinking, develops student agency, and builds a sense of life-long learning.
- Build the capacity of staff groups to lead Innovation and Design programming within their context at the school level. Students will also have the opportunity for one class each in the learning commons that is built specifically around Innovation and Design principles.
- Provide diverse, contextual opportunities for ALL learners to explore interests and passions to discover and develop future career possibilities while building resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being.

Advance learning that transfers by:

- Advance conceptual understanding using tools, resources and strategies that support student thinking and develop literacy and numeracy skills through thinking routines, thinking organizers, tasks that promote cultures of thinking opportunities for genuine collaborative learning.
- Further our collective understanding of design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study. Design includes exploring outcomes through enduring understandings, knowledge, and skills. Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy. We look to design tasks that invite both similar and dissimilar transfer, design tasks that require the application of conceptual understandings, explicitly teach concepts through active student engagement, and develop disciplinary literacy and/or numeracy skills.
- Incorporate triangulated assessment evidence, including observations, conversations, and products, rather than a single type of assessment, to evaluate and report student learning.

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).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

GOAL

Advance literacy and numeracy by:

- We will engage in school-based analysis of local and provincial data to support student learning and improvement.
- We will increase the capacity to champion the implementation of literacy and numeracy programming and intervention work at Red Deer Lake that the implementation and advancement of the literacy and numeracy programming is based on current research and evidence. We will ensure systems and structures are in place to support effective literacy and numeracy programming. We will provide professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students.
- Ensure that all students continuously develop skills in literacy and numeracy through an explicit focus on Lively Letters in our K-3 cohort, increase the use of the staff learning link for our entire building, and returning to all data points when trying to analyze where our practice can improve.

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.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy 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.
 - Continue to connect and seek guidance from the Director of Indigenous Learning
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Utilize our PLT times to focus specifically on data points for our students who are self-identified First Nations, Metis, and Inuit
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Build collective capacity of teachers to embed the recommendations into the classroom through the sharing of and collaborative design of meaningful and authentic learning experiences for students

VIEW OUTCOMES AND INDICATORS

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 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL

Advance excellence in teaching, learning, and leading by:

- Communicate a philosophy of education that is student-centered and based on sound principles of effective teaching and leading.
- Teachers and leaders will apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practice through our learning with Garfield Gini-Newman and our MindUp focus.
- Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices by embedding this time in Professional Learning Communities that are embedded every six days for each grade level and professional learning days.

VIEW OUTCOMES AND INDICATORS

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 Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

