



# 2024 – 2029 EDUCATION PLAN YEAR 1

## Red Deer Lake

178093 112 Street West  
Foothills, T1S 0V8

[foothillsschooldivision.ca/reddeerlake](http://foothillsschooldivision.ca/reddeerlake)  
[reddeerlake@fsd38.ab.ca](mailto:reddeerlake@fsd38.ab.ca)



Red Deer Lake School

Home of the Dragons



[foothillsschooldivision.ca](http://foothillsschooldivision.ca)

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

#### 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.

### 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.

### 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

Red Deer Lake is a strong and vibrant K – 9 Learning Community just 10 minutes west of Calgary city limits in the municipality of Foothills. Our student population is approximately 490 students with a staff of 34. We strive to consistently meet and exceed provincial, system, and community expectations. We strongly believe in the motto of: **Belong, Believe, Become. Be a Dragon!** When we feel like we belong, we believe in ourselves and our goals, then we become our best self through the choices we make every day.

Parents and other community members play an integral part of our school. They are volunteers, experts, small group facilitators, hot lunch organizers, fundraisers, and more. The link between home and school fosters a supportive learning community with our students at the centre.

### 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:

- 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 next steps.
  - Beginning to examine samples of student learning as a smaller team and focusing how we can best help them gain success.
- **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 next steps in teaching and learning

## VIEW OUTCOMES AND INDICATORS

## 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.

## 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:

- 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.

## 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:

- 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.
- 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.

### 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).

[VIEW OUTCOMES AND INDICATORS](#)

## 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 at or above grade level expectations.

## 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.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations by incorporating the Land Acknowledgement in all events and assemblies, and by re-creating our school's Land Acknowledgment to incorporate student voice.

[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 (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

## 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 during PD Days and Staff Meetings.

[VIEW OUTCOMES AND INDICATORS](#)

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service district 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.