



2024 – 2029

EDUCATION PLAN YEAR 3

Red Deer Lake School

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RED DEER LAKE

EDUCATION PLAN 2024 - 2029 (YEAR 3)

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.

[View our 2024-2025 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 are on the traditional territories of the Peoples of the Treaty 7 region. This 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 & Childcare and Foothills School Division Goal Alignment
Systems Thinking

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS		
ALBERTA EDUCATION & CHILDCARE OUTCOMES Ministry of Education & Childcare Business Plan 2024-2027	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-2029	ASSURANCE DOMAINS Alberta Education & Childcare Funding Manual 2026-2027
• 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	• 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	• 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	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

Red Deer Lake School is a Kindergarten to Grade 9 school located in Foothills County, just west of Calgary. Serving approximately 500 students, the school offers two classes at each grade level and provides a welcoming learning environment where students are encouraged to belong, believe, and become. Our dedicated staff work collaboratively to support student achievement, well-being, and personal growth through high-quality instruction, meaningful relationships, and diverse learning opportunities. Our student population reflects the unique blend of rural, acreage, and suburban families that make up the greater Red Deer Lake community. Students benefit from strong connections between home, school, and community, supported by an engaged School Council and numerous parent volunteers.

Red Deer Lake School provides a wide range of learning experiences both inside and outside the classroom. Students engage in literacy, numeracy, science, social studies, fine arts, physical education, technology, outdoor learning, leadership opportunities, and a variety of enrichment activities designed to foster intellectual engagement, well-being, and social-emotional development. Clubs and extracurricular activities provide students with opportunities to explore interests, build leadership skills, and strengthen their connection to the school community.

Athletics are a significant part of school life at Red Deer Lake. Students participate in cross-country running, volleyball, basketball, badminton, track and field, and other athletic opportunities. The school has a proud tradition of athletic excellence, with teams consistently demonstrating strong sportsmanship, teamwork, and competitive success. Grade 6 students also have opportunities to participate in developmental athletic programs that support their transition into junior high athletics.

School culture is strengthened through assemblies, spirit days, leadership initiatives, community events, performances, celebrations of learning, and opportunities for students to showcase their talents and achievements. These experiences help foster a strong sense of belonging and school pride while reinforcing the school's commitment to developing confident, caring, and engaged learners.

Red Deer Lake School remains committed to providing exceptional educational experiences that support academic success, character development, wellness, and community connection, ensuring every student has the opportunity to thrive.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

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.
 - Use reporting as a learning tool by reviewing measures, identifying insights, and sharing what will be strengthened or refined.
- **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.
 - Use evidence formatively to monitor implementation, learn what is working (and for whom), and adjust supports in real time.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** 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.



Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

Using SOS-Q insights to drive student-led school improvement

- Analyze SOS-Q results with individual students to identify priority areas that will improve learner experience, resilience, and engagement.
- Monitor SOS-Q trends to refine universal and targeted supports that will improve student growth and achievement.
- Align student voice plans to measurable learner-success outcomes (attendance, engagement, growth, achievement).

Advance a continuum of supports by:

- Enhancing parent/guardian communication to build understanding of learner areas for growth and the supports available.
- Implement the Attendance Toolkit to address the needs of learners experiencing class and/or school refusal.
- Monitor attendance patterns and use timely interventions to improve learner access, belonging, and success.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** 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 (AECA):** 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 (AECA):** 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.



Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

Using evidence and measures that match the goal

- Learners show evidence of deep understanding and transfer through high-quality work, engagement data, and portfolio artifacts.
- Learners benefit from continuous improvement cycles that strengthen task design, instructional practices, and supports based on evidence of what helps students succeed
- Learners will engage in enhanced CTF/CTS programming that will build transferable skills through authentic, hands-on learning aligned to real occupational contexts.

Advance learning that transfers by:

- Setting goals and identify next steps based on feedback and success criteria
- Building knowledge through iterative cycles of testing, feedback, and refinement
- Engaging in assessment that emphasizes growth, learning over time, and clarity about strengths and needs

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** 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 (AECA):** 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.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Learners experience instruction and interventions that are informed by analysis of provincial and local data to strengthen learning and guide supports along the continuum.
- Learners' progress is monitored through updated and clearly communicated provincial and local assessment schedules, ensuring assessment practices are purposeful, coordinated, and supportive of Learner learning.
- 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.

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.



🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

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 the community to embed the recommendations into the classroom through the sharing of and collaborative design of meaningful and authentic learning experiences for students.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

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 (AECA):** 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 & STRATEGIES

Advance excellence in teaching, learning, and leading by:

Strengthening collaborative learning structures (PLCs/CoPs) as the engine of improvement

- Provide professional learning opportunities for teachers and leaders to collaborate and build personal and collective capacity and expertise.
- Support systemwide understanding of deep and transferable learning through professional learning communities, communities of practice, and other collaborative structures.
- Utilize collaborative structures to advance teaching, learning, and leading across schools.

Implementing and lead curriculum learning (K–6, K–9 Social, 7–9 Math)

- Engage in focused professional learning on K–6 curriculum, new K–9 Social, and 7–9 Math to improve instruction.
- Develop shared understandings of outcomes, progression, and local implementation expectations.
- Create collaborative planning tools and common supports that increase consistency and quality across classrooms and schools.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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)



