



2024 – 2029 EDUCATION PLAN YEAR 2

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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 link from website](#)

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.

[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

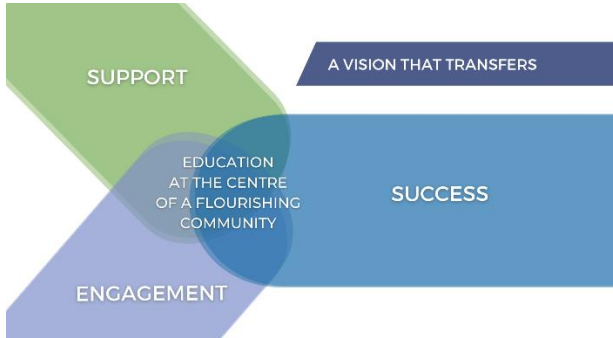
ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

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	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>	Teaching and Leading	
	<p>Goal: Advance Excellence in teaching, learning and leading.</p> <p>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).</p>	



OUR SCHOOL

Nestled within the breathtaking landscapes of the Diamond Valley, C. Ian McLaren School thrives amid vibrant communities. Our beautiful school caters to 170 students, supported by a dedicated team of 9 certified staff members and 10 invaluable support staff. Among them are specialists such as a part-time Family School Liaison Counsellor, a Wellness Coach, a Youth Development Coach, an Office Administrator, and a part-time Learning Commons Facilitator, all integral to our school's success. Situated across from Oilfield's High School, we serve as a vital feeder school, fostering a seamless educational transition for our students.

At the heart of our school is the Conscious Discipline program, a cornerstone of our character education initiatives, fostering a nurturing and inclusive environment. Conscious Discipline is a skill-based program that helps teachers, educational assistants and other adults who work in schools to strengthen children's social emotional skills. Conscious Discipline is based on connections. We use the model of a healthy school family to create a culture of support. Just as a family at home has routines and rituals, our school family has routines and rituals.

We also have a partnership with Minds Matter which represents an essential collaborative initiative between the Foothills School Division and Alberta Health Services Mental Health Capacity Building. This team diligently works to promote positive mental health across various demographics: children, youth, families, and individuals within our community who engage with children and youth. Over the past five years, their steadfast mantra has been to guide universal programming that champions mental health and wellness for all. Their efforts focus on enhancing essential skills, including stress management, cultivating positive relationships, raising awareness about mental health, and facilitating access to vital community supports.

Educators play an indispensable role in shaping the future by cultivating a dynamic learning environment that nurtures the potential of every student. At our school, our commitment extends beyond imparting knowledge; it involves the thoughtful implementation of new curriculums. Collaborating closely with divisional experts, we have focused on crafting learning experiences geared towards enduring understanding and practical application. Our teachers are pioneers, designing learning experiences that encourage students to grapple with intricate problems, fostering a deeper comprehension through conceptual lenses. Empowering students to take charge of their learning journey lies at the heart of our pedagogy, wherein we have implemented strategies to foster student agency. We have embraced innovative practices, utilizing thought books and digital portfolios to document and highlight students' evolving learning trajectories and growth. Creating accessible guides to success tailored for students has been central to our mission. Moreover, our efforts in designing authentic learning experiences through engaging projects encourage students to think critically, whether it is adopting a scientific, engineering, or artistic mindset. Through these initiatives, we aspire to instill not just knowledge but also the skills and mindset essential for success in an ever-evolving world.

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:

Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.

- Parent Engagement through our work in School Council.
- Community Engagement through developing partnerships within the community. (Mcman, Triple P parenting, Senior Homes, Griffin Center, Family Resource Network)

Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.

- Student Engagement through schoolwide theme: we are all on a journey together and can be powerful difference makers and influencers. (Student matters, Leadership, Family Cougar teams, etc.)
- Continuing to develop our communication plan. (weekly teacher emails, weekly emails, Instagram, outside sign, school council has separate emails and Facebook, and surveys).

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.

- Incorporating stakeholder input based on engagement at various points throughout the process.
- Using results to identify areas for improvement and to develop strategies for the next plan.
- **Creating literacy data cards to make informed decisions for learning and to support impactful communication with families**

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.

- Continue to promote opportunities for engagement at the system and school levels and show how these engagements have informed growth and action. This includes but not limited to:
- Student Matters

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.



- Alberta Education Assurance Survey and Measures
- FSD Assurance Survey
- School Councils
- COSC (The FSD Council of School Councils)

Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Share responsibility for student growth and achievement
- Develop capacity and foster a commitment to continuous improvement
- Recognize the importance of consistent communication throughout the engagement process

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 promote healthy school cultures using Conscious Discipline as our school wide character education platform.

- Leverage Students' Matters and Student Orientation to School Questionnaire (SOS-Q) data to identify areas for growth and development and implement creative solutions to address these areas of growth.
- Leverage Minds Matter to support social and emotional learning through the 5 competencies: (self-awareness, self-management, responsible decision making, relationship skills and social awareness.)
- Leverage our staff advisory lead to support our work
- **Re-reading and re-visiting Becky Bailey's resources and Leveraging Student matters in creating a guide to implementation for each grade.**

Advance a continuum of supports by continuing to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.

- Continue to develop and implement a robust continuum of support.
- Continuing to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments
- Continued learning with School and Divisional leaders on building a trauma-informed culture.
- Continued development and implementation of structures to support staff.
- Embedded LC time, embedded planning time, embedded time to meet with our behavior strategist and psychologist
- Support staff have weekly meetings to discuss problems of practice.

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:

- **Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career.**
- Leveraging our experts within our building teachers, support staff, learning commons facilitator and divisional experts to help facilitate and provide resources to enhance design thinking activities/ maker centered opportunities within the classrooms.
- Providing real world experiences that allow learners to explore interests and passions through guest speakers, field trips, and utilizing community resources.
- Provide learning experiences that empower students to prepare, investigate, explore, innovate, and experience various career futures.

Advance learning that transfers by:

- Advance system wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner by choosing to design learning through one of the following principles.

Conceptual understanding

- Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school.
- Make use of a range of instructional strategies that help students to develop deep conceptual understanding. (ie concept attainment)
- Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills. (ie thinking routines)

Student Agency

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied 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.

- Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context.
 - Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.
 - Select the most suitable tools to ensure all students can achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning.
- Complex problems over time
- Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the rich task by using items such as Thoughtbooks, and Learning Launches,
 - Carefully sequence learning segments to ensure learning is effectively scaffolded in support of deep learning,
 - Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems.
 - Develop skills and knowledge that ensure student success in responding to the challenge.
 - Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Inviting CRC to partner with CIM to revisit current practices around the Science of Reading and Writing.
- Create a comprehensive literacy response to intervention structure within the classroom to support all learners (at all levels of literacy)
- Learn a consistent approach to teaching struggling readers (Ufly and Bug morphology)

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.
- Incorporate indigenous knowledge and perspectives in teaching and learning and recognize the importance of Indigenous voices in land-based education. (Sustainability, holistic learning –physical mental, emotional and spiritual, experiential learning and community engagement are some principles to guide our teaching).
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- **Through our work with CRC specifically targeting our literacy instruction and programs.**
 - Support the implementation of Truth and Reconciliation Commission recommendations.
- Partnership with Millarville, Turner Valley, Oilfields, Stoney Nakoda, and Chief Jacob Bears paw
- Staff are committed to advancing Reconciliation and responding to the Calls to Action.

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:

- Providing professional learning opportunities for teachers and leaders to collaborate, build personal and collective capacities and expertise.
- Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum.
 - Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
- Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practice
 - Employ relationship building strategies that promote positive, engaging learning environments where all students can flourish.
 - We have one teacher who is a teacher lead for new curriculum and another staff member who excels through teaching with a conceptual lens who will support the implementation of a new curriculum. We have an exceptional staff willing to dig into the work collectively.

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)

