



**2024 – 2029
EDUCATION
PLAN
YEAR 1**

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2024 – 2029 EDUCATION PLAN

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Cover Photo: Westmount School volleyball team

Foothills School Division

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DIVISION CONTACTS

» BOARD OF TRUSTEES

On behalf of the Foothills School Division's Board of Trustees, I welcome you Year 1 of Foothills School Division's 2024-2029 education plan, a plan that reflects a continued commitment to our **Policy 1: Foundational Statements**. At the heart of Year 1 is our focus on advancing accountability and assurance by aligning with our Division's Vision: *Engagement, Support, and Success for each learner*.

Foothills School Division is committed to placing education at the centre of a flourishing community where all students can reach their full potential. Our education plan focuses on several key areas to make this purpose a reality.

Developing core competencies: Cultivating the essential skills of academic achievement, lifelong learning, and global citizenship, we will continue to prepare our students for success in their future endeavors while remaining current and relevant in local and global contexts. The board also remains steadfast in advancing reconciliation through our commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner.

Fostering a culture of continuous improvement: Foothills School Division is dedicated to creating and sustaining a culture of collective responsibility, where all education partners - students, staff, parents, and the community - contribute to a safe, caring, and welcoming learning environment. Fundamental to this will be the work we undertake to engage our partners and identify the key elements of a flourishing learning community framework.

Fostering learner engagement, wellness, and well-being: Ensuring our learners feel safe, cared for, and supported in our schools is fundamental to their ability to truly flourish. Through a trauma-formed lens, the division will build on our strengths to support student intellectual engagement, mental health, and citizenship development.

Collaboration and community engagement: As a Board, we are committed to engaging in meaningful dialogue, giving voice to all our partners in education, and to building strong relationships. This is not only evident in our community engagement work, but also an extension of our collective responsibility and reflective of the board's governance model.

A Place for All: Lastly, this Education Plan underscores the board's commitment to creating a welcoming, caring, respectful, safe, and inclusive learning environment that embraces diversity.

By focusing on these priorities and upholding our commitment to assurance and accountability, the board is confident that Foothills School Division will continue to deliver excellent education, enabling all our learners to flourish. Essential to our success has been and continues to be the dedicated efforts of our valued staff bringing the vision, mission, and purpose of Foothills School Division to life. Despite the challenges faced throughout this year, our team has consistently demonstrated their commitment to our shared goals.

The Board of Trustees expresses sincere gratitude to each staff member for their ongoing support of student learning and success. Additionally, we extend heartfelt thanks to our students and their families for entrusting us with their education journey.

In closing I invite our entire school community to actively engage with this plan and join us as we continue this important work. Together, with our education partners, FSD will continue to bring our vision, mission, and purpose to life in the years to come.



JACK MOLYNEUX
Ward 1



JOHN EVANS
Ward 2



THERESA LETENDRE
Chair
Ward 3



SHARON NICHOLS
Ward 4



LISA PENZO
Vice-Chair
Ward 4



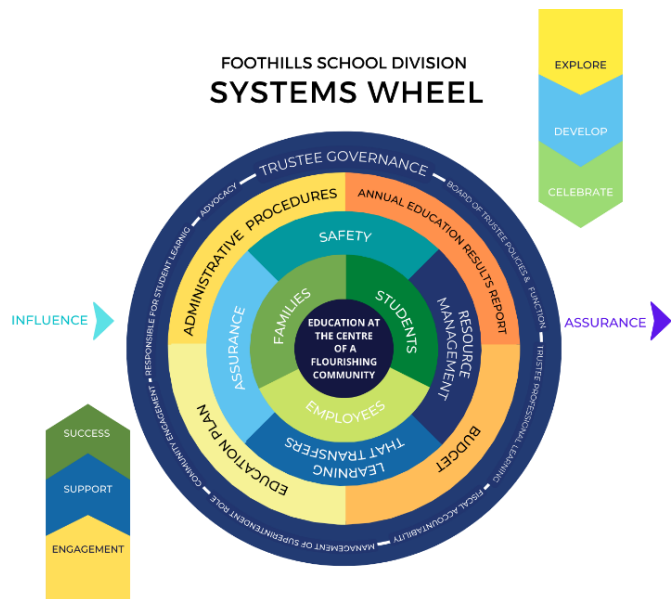
PHIL IRWIN
Ward 5

SYSTEM THINKING, ACCOUNTABILITY & ASSURANCE

Our story of assurance starts with systems thinking. Systems thinking propels our assurance actions. We explore possibilities and opportunities in developing strategies in new and complex perspectives to positively drive system change. Through this we make sense of the complexity. We get excited and challenged by change and thrive in new situations. Innovation demands that we set aside what we *think* we know, adopt a curious stance, and commit to learning and continuous improvement. We strive to make change for the better and do whatever we can to make that happen by identifying and enhancing models of educational excellence.

Systems thinking is the cornerstone of how our learning organization thinks about the world by seeing interrelationships, circles of influence, iterative cycles, connections, processes, and patterns of change over time and in our local and societal context. For us this has meant building a shared vision, identifying, and addressing our areas of opportunity, focussing on team learning, understanding our strengths, motivation, and interconnectedness, and striving for continuous growth and improvement. Systems thinking led to our purpose of education at the centre of a flourishing community. It impacts the actions we take, shapes the strategies we implement, the structures we develop and systems we establish. We are a robust system that is integrated within the community. No single decision is made in isolation without considering the entire system.

System-ness has helped us see patterns and connections, creating alignment and taking action to advance our goals, and provide assurance. The creation of our Foothills School Division Systems Wheel shows all the interconnected pieces that form the whole of our system. Our system is influenced by external factors, such as provincial funding, *the Education Act*, parent voice, student voice, employee engagement groups, and our community. We also have internal influences such as our Board of Trustees governance, administrative procedures, our budget, and AERR. Our outputs, or assurances, are the AERR, Capital Plan, and, most significantly, our successful students. It tells our story of *system-ness*.



Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division’s Education Plan and

Annual Education Results Report (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our five-year fixed education plan is aligned with **Alberta Education’s Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

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

ALBERTA EDUCATION OUTCOMES <small>Education Ministry Business Plan 24-27</small>	FOOTHILLS SCHOOL DIVISION GOALS <small>Foothills School Division Education Plan 24-29</small>	ASSURANCE DOMAINS <small>Alberta Education Funding Manual 24/25</small>
<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*.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca. The Public Interest Disclosure (Whistleblower Protection) Act creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. Employees covered by this legislation can choose whether to report internally or directly to the Public Interest Commissioner. FSD has developed **AP 404 – Duty to Report – Whistleblower Protection Act** to manage this new requirement.

ACCOUNTABILITY STATEMENT

The Education Plan for The Foothills School Division commencing September 1, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2024-2029 Education Plan on May 29, 2024 (Year 1).



Theresa Letendre
Board Chair, **WARD 3**



Chris Fuzessy, PhD
Superintendent of Schools

FOOTHILLS SCHOOL DIVISION 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.

Foothills School Division Education Plans

Annual Education Results Reports



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.

View our [Truth and Reconciliation for Learner Success Toolkit](#)



VISION

Engagement, Support, and Success for each learner.



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!



PURPOSE

Education at the centre of a flourishing community.



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 leadership.

» OUR DIVISION

OUR SCHOOLS

HIGH RIVER & AREA SCHOOLS

- **École Joe Clark School** (K-5)
- **Spitzee Elementary School** (K-5)
- **École Senator Riley Middle School** (6-8)
- **École Secondaire Highwood High School** (9-12)
- **Blackie School** (K-8), Blackie
- **Cayley School** (K-8), Cayley
- **Cayley Colony School**
- **High River Colony School**
- **MacMillan Colony School**

OKOTOKS & AREA SCHOOLS

- **Big Rock School** (K-6)
- **Dr. Morris Gibson School** (K-6)
- **Meadow Ridge School** (K-9)
- **École Percy Pegler School** (K-6)
- **Westmount School** (K-9)
- **École Okotoks Junior High School** (7-9)
- **École Secondaire Foothills Composite High School /Alberta High School of Fine Arts** (10-12)
- **Cameron Crossing School** (7-12)
- **Heritage Heights School** (K-9), DeWinton
- **Red Deer Lake School** (K-9), Foothills County

HIGH COUNTRY SCHOOLS

- **C. Ian McLaren School** (K-6), Diamond Valley
- **Turner Valley School** (K-6), Diamond Valley
- **Longview School** (K-6), Longview
- **Millarville Community School** (K-8), Millarville
- **Oilfields School** (7-12), Diamond Valley

LEARN ANYWHERE

- **Foothills Digital School** (1-12)

OUR PROGRAMS

- Alberta High School of Fine Arts
- Career Education
- EXPLORE: Nature-based Learning
- Foothills Digital School (1-12)
- French Immersion
- Full- and Part-Time Kindergarten
- Indigenous Learning
- Innovation and Design and Career Futures
- International Baccalaureate
- International Students
- Junior Kindergarten
- Montessori Program
- Summer School



» ENGAGEMENT

OUR STORY OF ENGAGEMENT

We will communicate Division progress and the use of resources transparently and with a view to guiding and informing future decision-making. We will consult widely and in a variety of ways with our learners, parents, and communities to include their voices in our decision-making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. These actions aim to instill trust and confidence in our learners and communities that our decision-making is based on the best interests of all of our learners.

- **Policy 1: Divisional Foundation Statements**
- **Advocacy**
- **A Shared Responsibility: Safety for All**
- **Celebrations for All**
- **Celebrating our Flourishing Community**
- **Engagement Opportunities**
- **Foothills Flourishing Community Award**
- **FSD Footnotes**
- **FSD Social Media**
- **FSD News**
- **Get Involved**
- **Governance**

Photo: "We have been called to action" student project at Turner Valley School (2023)



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:

- **Ongoing Opportunities:** Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
- **Collaborative Communication:** Provide a continuous feedback loop to inform, consult, and empower partners in education.
- **Celebrate our Flourishing Community:** Provide assurance that engagements with partners in education are contributing to positive change in our learning community.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the 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.
- **Learning and Capacity Building:** Develop a dynamic accountability and assurance process that provides opportunities for building capacity for change and ongoing improvement by following the guiding principles of assurance.

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.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plans](#)

- [Stakeholder Engagement & Communications](#)
- [Continuous Improvement and Assurance](#)

[Our Key Insights](#)

- [Stakeholder Engagement & Communications](#)
- [Continuous Improvement and Assurance](#)

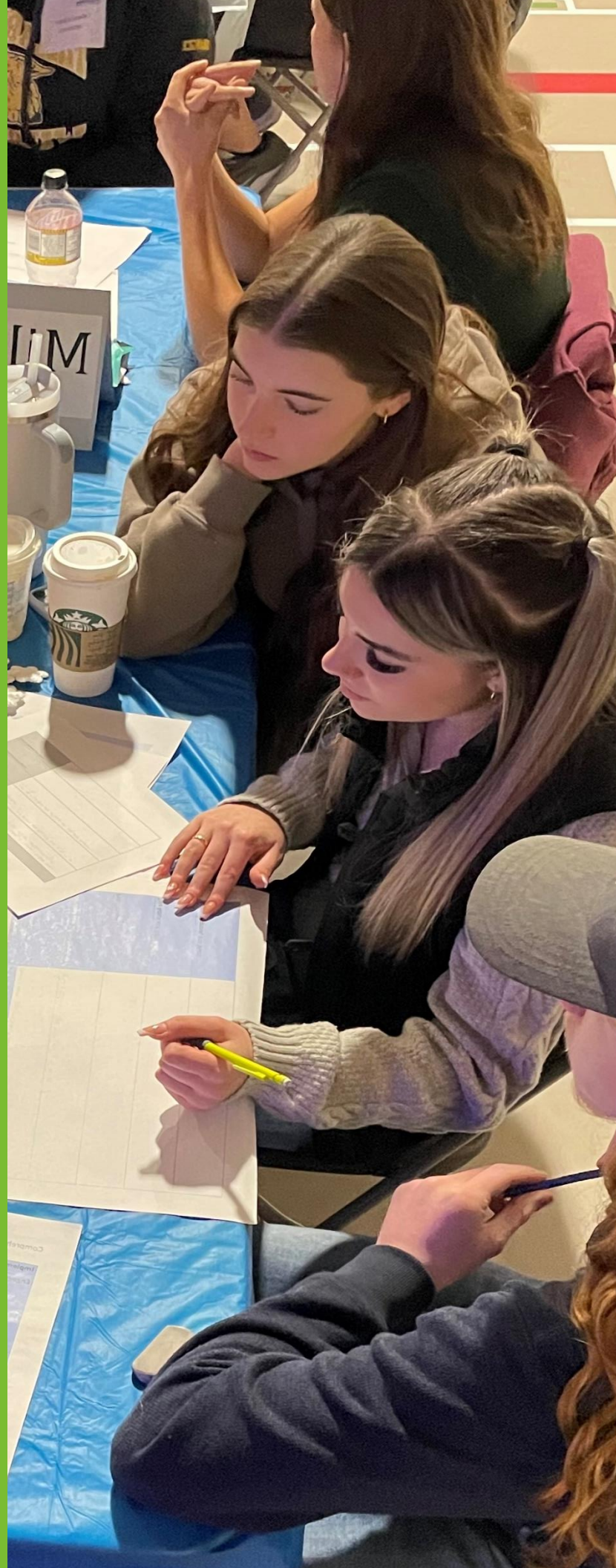
» SUPPORT

OUR STORY OF SUPPORT

Safe and caring environments will allow our learners to be well physically, socially, and emotionally, take academic risks, think creatively, and develop resiliency within an environment that focuses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence, and generosity as elements integral to the application of First Nations, Métis, and Inuit foundational knowledge. This focus aims to instill trust and confidence in our learners and communities so that our schools and the FSD community will be A Place for All.

- **Policy 14: A Place for All**
- **AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- **A Flourishing Community**
- **Celebrating our Flourishing Community**
- **Parent and Community Connect**
- **Inclusive Learning**
- **Student Learning**
- **Support for Parents**
- **Truth and Reconciliation for Learner Success Toolkit**

Photo: Students engaging with their school's SOS-Q data at the Students' Matters symposium in February 2024



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 through student well-being using the lens of Belonging, Independence, Mastery and Generosity.
- Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity.

Advance a continuum of supports by:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
- Continued collaboration with all stakeholders to support student success.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plans](#)

- [Wellness and Well-being](#)
- [Continuum of Supports](#)

[Our Key Insights](#)

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.

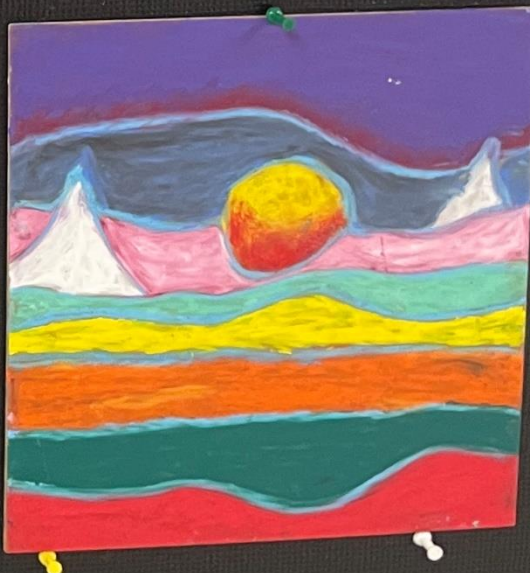
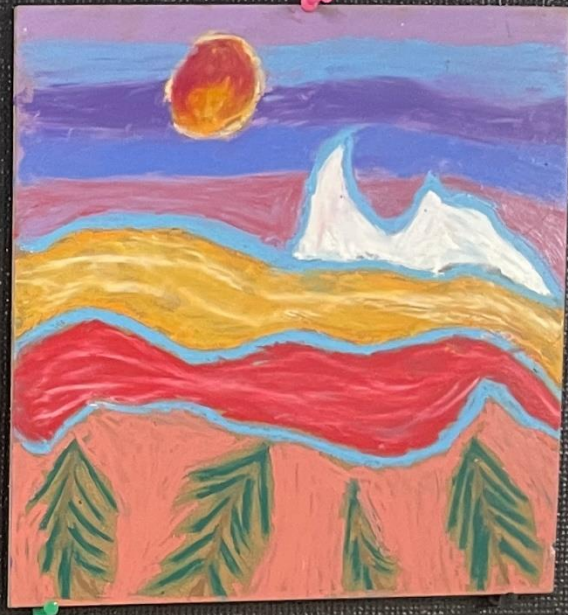
» SUCCESS

OUR STORY OF SUCCESS

Our learners will develop the core competencies of academic achievement, lifelong learning, and global citizenship as well as the skills to effectively communicate, collaborate, problem solve, innovate, and think critically. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews, and history as an area of ongoing learning and reconciliation for each learner. This approach aims to instill trust and confidence in our learners and communities so that our learners can flourish.

- **Alberta Learning Competencies**
- **Assessment and Reporting**
- **Career Education**
- **Innovation and Design**
- **Learning that Transfers**
- **First Nations, Métis, and Inuit student success**
- **French Immersion**
- **Literacy**
- **Numeracy**

Photo: Student Artwork, Oilfields School (2023)



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 systemic 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 Transferable Learning through design thinking while exposing students to a greater breadth of possible career.
- Advance Career Education to provide students with real world experiences that prepare them for their future.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.

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.
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
- Utilize high impact assessment, evaluation, and reporting strategies from the *FSD System of Reporting* to ensure deep and transferable learning.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plans](#)

- [Innovation and Design](#)
- [Learning that Transfers](#)

[Our Key Insights](#)

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).

SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance literacy and numeracy by:

- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
- Advance system-wide use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Advance the development and application of English and French literacy and numeracy resources and programming to support student growth and achievement.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plan](#)

- [Literacy and Numeracy](#)

[Our Key Insights](#)

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

SUCCESS

[Strategy Implemented in 2024-2025](#)

[Strategy from 2025-2026](#)

[Strategy from 2026-2027](#)

[Strategy from 2027-2028](#)

[Strategy from 2028-2029](#)

GOALS

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 Nation, Metis and Inuit students through system, program, and instructional supports.
- Address the systemic education gap for self-identified First Nation, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plan](#)

- [First Nations, Métis, and Inuit student success](#)

[Our 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 (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.

SUCCESS

Strategy Implemented in 2024-2025 *Strategy from 2025-2026* *Strategy from 2026-2027* *Strategy from 2027-2028* *Strategy from 2028-2029*

GOALS

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
- Develop and demonstrate a professional body of knowledge and provide instructional leadership.
- Create inclusive learning environments where high quality teaching, learning, and leading occur.

LEARN MORE

[Our Goals, Outcomes & Indicators](#)

[Our Strategic Implementation Plan](#)

- [Teaching, Learning, and Leading](#)

[Our Key Insights](#)

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

»» 2024 – 2025 OPERATIONS

The Board of Trustees and The Foothills School Division is committed to an assurance model which includes financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan. Underlying every decision in the financial planning process in the Foothills School Division is looked through the lenses of our vision and mission.

DIVISION BUDGET

DIVISION CAPITAL PLAN

DIVISION OPERATIONAL PLAN

DIVISION TECHNOLOGY SERVICES PLAN

Photo: Spitzee School Mural
by Jared Tailfeathers (2024)

