



2024 – 2029 EDUCATION PLAN YEAR 2

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Education Plan for The Foothills School Division commencing September 1, 2025, was prepared under the direction of the School Board 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 School Board approved the 2024-2029 Education Plan on May 28, 2025 (Year 2).

Original signed



Theresa Letendre

Board Chair

Trustee, Ward 3

Foothills School Division



Chris Fuzessy

Superintendent of Schools

Foothills School Division

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Cover Photo: Students at Heritage Heights School

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DIVISION CONTACTS

BOARD OF TRUSTEES

On behalf of Foothills School Division, we are pleased to welcome you to Year 2 of our 2024–2029 Education Plan.

This plan is anchored in our commitment to [Policy 1: Foundational Statements](#) and reflects the shared Vision of *Engagement, Support, and Success for Each Learner*. At its heart is a belief in public education's power to transform lives and communities—and a commitment to working together to ensure every learner can flourish.

As we reflect on Year 1, we do so with pride and deep appreciation. Across the division, students, staff, families, and community members brought this plan to life. Together, we advanced our priorities, adapted to challenges, and built a strong foundation for the years ahead. Early signs of success in student engagement, staff collaboration, and community partnership demonstrate the power of what we can accomplish together.

Looking ahead, our work remains focused on several key areas:

- **Developing core competencies:** We continue to support students in building strong academic foundations, cultivating lifelong learning, and becoming global citizens. Advancing truth and reconciliation remains integral to this work, as we deepen understanding and respect for First Nations, Métis, and Inuit perspectives and histories.
- **Fostering a culture of continuous improvement:** With a strong foundation established in Year 1, we are further embedding a culture of collective responsibility. All education partners—students, staff, parents, and the community—play a vital role in creating safe, caring, and welcoming learning environments. This year, we will deepen our engagement with partners to identify and strengthen the elements of a flourishing learning community framework.
- **Strengthening learner engagement, wellness, and well-being:** Building on last year's initiatives, we are expanding our trauma-informed approaches to support student intellectual engagement, mental health, and citizenship development, ensuring learners feel safe, cared for, and supported.
- **Deepening collaboration and community engagement:** We remain committed to listening to the voices of our communities. The conversations, surveys, and feedback collected in Year 1 have informed and enriched our path forward.
- **A Place for All:** We remain dedicated to fostering a welcoming, caring, respectful, safe, and inclusive environment that embraces diversity and supports every learner.

Through these priorities, we are building a system that not only supports student achievement but inspires each learner to flourish.

We are incredibly proud of the momentum generated in Year 1—and deeply grateful for the people who made it possible. To our staff, thank you for your unwavering commitment. To our students and families, thank you for your trust and partnership. And to our community, thank you for believing in the power of public education. This dedication – of our staff and greater FSD school community – remains essential to our ongoing success.

As we move into Year 2, we do so with optimism, renewed purpose, and a deep belief in what is possible when we work together. We invite you to remain engaged with this plan, to celebrate progress, and to help us shape what comes next—for every learner, in every school, every day.



JACK MOLYNEUX
Ward 1



JOHN EVANS
Ward 2



THERESA LETENDRE
Chair
Ward 3



SHARON NICHOLS
Ward 4



LISA PENZO
Vice-Chair
Ward 4

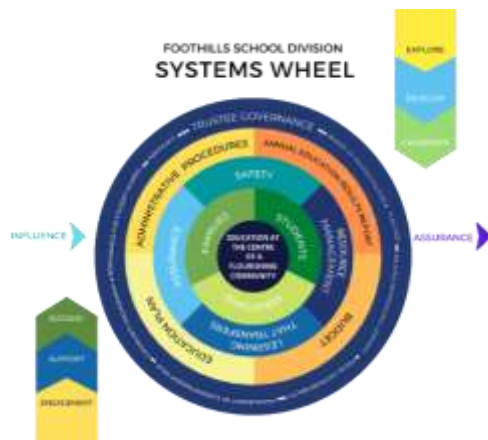


PHIL IRWIN
Ward 5



CHRIS FUZESSY
Superintendent of
Schools

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.

Our journey begins with systems thinking, which drives our actions. We explore new strategies and perspectives to create positive change. This helps us understand complexity, embrace change, and thrive in new situations. Innovation requires us to be curious, learn continuously, and improve. We aim to make positive changes by enhancing educational excellence.

Systems thinking is key to how we view the world, recognizing interrelationships, cycles, connections, and patterns over time. This approach has helped us build a shared vision, address opportunities, focus on team learning, understand our strengths, and strive for continuous growth. It has led us to place education at the centre of a flourishing community, influencing our actions, strategies, structures, and systems. We are a very strong school division integrated within the community, making decisions with engagement, support, and success for all.

This approach helps us see patterns and connections, align our actions, and advance our goals. Our Foothills School Division Systems Wheel illustrates the interconnected pieces of our system. External factors like provincial funding, the Education Act, and community voices, as well as internal influences like governance, procedures, and budgets, shape our system. Our outputs, such as the AERR, Capital Plan, and successful students, tell our story of interconnectedness.

Our approach to systems thinking and interconnectedness directly contributes to our flourishing learning community. This holistic approach allows us to build a shared vision and embrace opportunities together, fostering learning and continuous growth. By placing education at the heart of our community, we promote that our actions, strategies, and structures are aligned with our goal of creating a thriving educational environment.

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 25/26</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

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 / Five-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.

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*.



FOOTHILLS SCHOOL DIVISION 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.

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

Student learning and well-being at the centre of a flourishing learning 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 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)
- **Foothills Outreach Education Centre | 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**
- **Board of Trustees Advocating for Education**
- **Raise your Voice: Public 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: Students engaged in play at Red Deer Lake School



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 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:** In a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- **Engagement:** Effective engagement processes that relies 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:** In **assurance**, reflection on learning is critical. Because the provision of **assurance** is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

IMPLEMENTATION PLANS

- [Stakeholder Engagement & Communications](#)
- [Continuous Improvement and Assurance](#)
- [Goals, Outcomes & Indicators](#)
- [Key Insights](#)

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 that planning and reporting processes** reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

» 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: Millarville student exploring land-based learning



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 workplace 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.

IMPLEMENTATION PLANS

- [Wellness and Well-being](#)
- [Continuum of Supports](#)
- [Goals, Outcomes & Indicators](#)
- [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.
- **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.

» 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: École Okotoks Junior High students learning within the beauty of the Rockies



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:

- Embed deep and transferable learning through the *Framework for Innovation and Design* (including Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies) to enhance design thinking and career exploration for all students.
- 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:

- Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum, as well as new curriculum (SS K-9 and Math 7-9) and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
- Utilize effective assessment, evaluation, and reporting strategies from the *FSD System of Reporting* to facilitate deep and transferable learning, while effectively conveying student progress.

IMPLEMENTATION PLANS

- Innovation and Design
- Learning that Transfers
- Goals, Outcomes & Indicators
- 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).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

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, English as an additional language proficiency, and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement
- Use high-yield principles and practices within English, English as an additional language, and French literacy and numeracy to support transfer of knowledge and skills within subject areas and across all subjects for student growth and achievement.
- Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.

IMPLEMENTATION PLANS

- [Literacy and Numeracy](#)
- [Goals, Outcomes & Indicators](#)
- [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.
 - **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.

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.

IMPLEMENTATION PLANS

- [First Nations, Métis, and Inuit student success](#)
- [Goals, Outcomes & Indicators](#)
- [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 Year (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, student growth and achievement.

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:

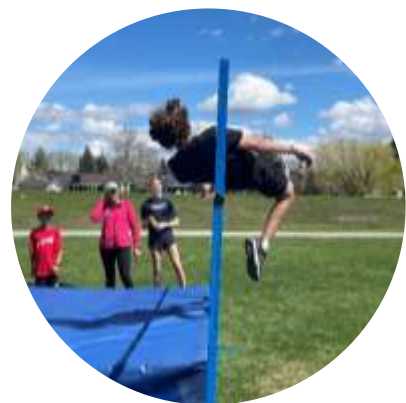
- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
- Develop and demonstrate a professional body of knowledge and provide instructional leadership.
- Enhance inclusive learning environments where high quality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

IMPLEMENTATION PLANS

- Teaching, Learning, and Leading
- Goals, Outcomes & Indicators
- 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 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)



» 2025 – 2026 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: Students engaged in play at
École Percy Pegler School

