



2024 – 2029

**EDUCATION
PLAN
YEAR 3**

Heritage Heights School

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HERITAGE HEIGHTS SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis Government of Alberta. We honour and respect this land, and the generations who have come before us.

[Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

OUR VISION

Excellence, Leadership and Integrity

OUR MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

[Board of Trustees](#)

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

[Accountability and Assurance](#)

[Alberta Education & Childcare and Foothills School Division](#)

[Goal Alignment](#)

[Systems Thinking](#)

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

ALBERTA EDUCATION & CHILDCARE OUTCOMES Ministry of Education & Childcare Business Plan 2024-2027	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-2029	ASSURANCE DOMAINS Alberta Education & Childcare Funding Manual 2026-2027
• Alberta's students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta's K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability *system per Section 67 of the Education Act*

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		Teaching and Leading
Goal: Advance Continuous Improvement and Assurance Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.		Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

Heritage Heights School is a vibrant K–9 rural school deeply rooted in strong community connections. We proudly serve families from north of Okotoks, De Winton, and surrounding areas, extending to the Calgary city limits. Many of our students travel to and from school by bus each day, strengthening the sense of connection across our school community. Our school is uniquely connected to the Scott Seaman Arena, creating rich opportunities for community partnerships, shared spaces, and authentic learning experiences beyond the classroom. Our dedicated instructional and support team includes 21 teachers, 3 educational assistants, a Minds Matter Coach, 2 administrators, a Learning Commons Facilitator, and a Family School Liaison Counsellor (FSLC). Together, this collaborative team works to support both the academic success and social-emotional well-being of every student. We offer programming from junior kindergarten through Grade 9, including part-time and full-time kindergarten, elementary (Grades 1–6), and junior high (Grades 7–9). To further support families, we are pleased to offer Before and After School Care through TOPP Kids.

Through our Career and Technology Foundations (CTF) programming, students have opportunities to explore innovation, creativity, and hands-on learning in our Maker Space. With the support of classroom teachers and our Learning Commons Facilitator, students engage in coding, robotics, and design thinking, fostering curiosity and problem-solving skills. Junior high students can choose from a variety of option courses, including visual and graphic arts, fine arts, fitness, and outdoor pursuits. In addition, our junior high students have the unique opportunity to participate in the Husky Method Hockey Program, which takes place at the Scott Seaman Arena and emphasizes skill development, teamwork, and active living. At Heritage Heights, our goal is to inspire students to explore new areas of learning while discovering interests that can grow into lifelong passions. Leadership development is a key focus through initiatives such as Student Matters, advisory groups, and school-wide leadership opportunities. We also offer a wide range of extracurricular sports teams and actively participate in interschool athletics within the Foothills Athletic Council, encouraging teamwork, resilience, and strong school pride.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- Increased communication to families with newsletters, memos, classroom news
- Increased communication of school progress of school goals
- Use of sign-up Genius, and a parent coordinator to support volunteers
- Create a volunteer board with day-to-day opportunities for volunteers
- Invite community experts in for presentation
- Distributing Celebration and Goal Progress Newsletters each semester
- Alternating School Council meeting between after school and evening to provide voice for parents

Advance evidence-based continuous improvement and assurance by:

- Create a robust model for student success and posted on the website
- Date reviews completed by all staff in a timely manner
- Continue to develop an understanding of the Circle of Courage
- Develop a committee for reviewing wellness
- Build soft entry and movement breaks into the schedules
- Embed a Youth Development Coach to support SEL and behaviour intervention
- Integrate a Minds Matter Coach to enhance school-wide mental health capacity
- Aligning resources in Division 1 (UFLI, Lively Letters)

Engagement: Develop effective engagement processes that rely on education partners working together for the purpose 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 assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Implement and track the success of the High Yield Strategies outlined in our school vision
- Husky Round Table Talks
- Goals, Outcomes, Indicators, Measures, Details
- 4 Year Data Trends and Key Insights

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- Helping students understand how their learning relates to life
- Continue to support knowledge and access to supports
- Create school systems and structures to respond to behavioural needs

Develop school-wide and individual supports

- Set and follow clear expectations for behaviour with consistent language
- Develop a wellness committee
- Ensure social-emotional learning is embedded in PL days

Using data sources to determine staffing needs for student wellness

- Surveying the landscape for indicators of wellness and areas for improvement
- Review the SOSQ and FSD Intellectual survey results to guide interventions and supports

Building a Culture of Wellness Through Social-Emotional Learning

- Implement weekly Social-Emotional Learning (SEL) lessons for all students in partnership with the Minds Matter Coach.
- Develop a common SEL language and shared understanding of wellness, belonging, and positive relationships across all grade levels.

Advance a continuum of supports by:

- Developing a robust model for student success
- Establishing a Student Success Team
- Create links between the Circle of Courage and our school vision/goals

Bridge supports from Div. 2 to 3 to increase student comfort in accessing supports

- Teach students to use assistive technology
- Build daily support for student interventions
- Creating and maintaining flexible groups for learning intervention cycles
- Adding targeted interventions for students grades 7-9 to enhance literacy and numeracy learning.
- Teaching students emotional regulation, resilience, and restorative language during instructional time.
- Use consistent language and expectations school-wide.

Student Excellence Looks Like

- Students name emotions and choose appropriate regulation strategies.
- Students use restorative language to resolve conflict.

Students demonstrate respect, responsibility, and belonging.

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AECA):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AECA):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- Refine rubrics to align with FSD standards.
- LCF Introduced robotics and enrichment activities to teachers
- Increased use of community experts
- Increased opportunity for authentic leadership across the grades Increased student voice through assemblies and committees
- Review curricular documents for alignment and scope and sequence
- Access FSD experts to create cycles of learning
- Refining the course offering for students through CTF and Option choices
- Continuing the development of coding skills with the LCF
- Launch the new Career Education and Financial Literacy (CEFL) curriculum; provide students opportunities to explore career pathways, financial decision-making, and innovative thinking through authentic learning experiences.

Advance Learning that Transfers by:

- Create strong alignment with FSD Guide to Success
- Student agency is supported through leadership, student voice and co-planning events
- Regular use of visible thinking strategies to support learning transfer
- Celebration and showcase of student success across settings

Action: Develop Independent and Reflective Learners

- Integrate metacognitive strategies into daily instruction.
- Provide regular opportunities for goal setting and reflection.

Student Excellence Looks Like

- Take ownership of their learning by setting goals, monitoring their progress, reflecting on their growth, and identifying next steps.
- Apply effective learning strategies, demonstrate resilience when faced with challenges, and persevere through setbacks.
- Confidently access and independently utilize the supports, accommodations, and resources available to help them succeed.
- Experience a consistent and supportive learning environment where expectations, supports, and opportunities for success are aligned across grades and classrooms.

Action: Strengthen Inclusive Learning Supports

- Use collaborative teams to plan, monitor, and adjust instruction.
- Apply high-yield strategies consistently across classrooms.

Student Excellence Looks Like

- High expectations are clear, consistent, and achievable.
- Instruction responds quickly to individual student needs.
- Academic success and well-being improve together.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

 [Goals, Outcomes, Indicators, Measures, Details](#)

 [4 Year Data Trends and Key Insights](#)

GOAL & STRATEGIES

Advance Literacy and Numeracy by:

- Implement targeted intervention cycles by utilizing assessment data to monitor identify and address gaps in literacy and numeracy skills, ensuring timely support for students requiring additional instruction.
- Strengthen the use of common literacy and numeracy resources across Division I and Division II to promote consistency, alignment, and high-quality instructional practices.
- Expand the implementation of intervention programs, including Almera and Math 180, to support students in developing foundational reading, writing, and mathematical competencies.
- Foster collaborative team planning focused on literacy and numeracy outcomes, enabling educators to share effective practices and respond to student needs.

Student Excellence Looks Like:

- Students demonstrate growth and confidence in their literacy and numeracy skills.
- Students apply foundational reading, writing, and mathematical skills across a variety of learning contexts.
- Students engage in learning with perseverance, independence, and a belief in their ability to achieve.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and 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.
- **DEL F (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.



GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Strengthen supports, programs, and learning experiences that promote success, belonging, and engagement for First Nations, Métis, and Inuit students.
- Use student voice and survey data to identify and address gaps in confidence, engagement, and perceptions of learning.
- Continue to advance Truth and Reconciliation by authentically embedding Indigenous perspectives, histories, and ways of knowing throughout the school experience.

Action: Advancing First Nations, Métis, and Inuit Student Success

- Create meaningful opportunities for inquiry, discussion, and learning that foster understanding, respect, and reconciliation.
- Model curiosity-based questioning and respectful dialogue.
- Partner with Elder Saa'kokoto throughout the school year to provide authentic learning experiences, cultural teachings, and opportunities for students and staff to deepen their understanding of Indigenous perspectives and ways of knowing.

Student Excellence Looks Like:

- Students engage thoughtfully in discussions, ask questions, and explore diverse perspectives with curiosity and empathy.
- Students make meaningful connections between Indigenous ways of knowing and their learning experiences.
- First Nations, Métis, and Inuit students experience a strong sense of belonging, support, and success within the school community.

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS: PROVINCIAL & LOCAL

• Learning Outcomes (PAT & Diploma):

- Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
- Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.

- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4-12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL & STRATEGIES

Advance Excellence in Teaching, Learning, and Leading by:

- Explicitly teach help-seeking and problem-solving strategies to foster independence and confidence.
- Equip students with practical learning tools and model how to use tools (checklists, exemplars, self-talk/self-monitoring strategies, feedback, planning supports).

Student Excellence Looks Like

- Students ask for help when they are stuck after trying taught strategies.
- Students explain what they tried and ask specific questions.
- Students advocate for the supports they need.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

