



Foothills School Division

Education Plan

2024-2029 Year 3

**Engagement, Support, and Success
for each Learner**



Building on a Strong Foundation

Vision

Engagement, Support, and Success for each learner

Priorities

- Engagement priority ensures timely, meaningful collaboration with all learners and communities
- Support provides welcoming, caring, respectful, safe, and inclusive learning environments for every learner
- Success delivers division-wide excellence in teaching, learning, and leadership preparing students for futures

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

Strategic Framework **Systems Thinking & Assurance**

- Systems thinking recognizes interrelationships, connections and patterns to build shared vision and strategic direction aligned across the system
- Five-year plan identifies priorities, measures progress, aligns with Alberta Education Business Plan and Assurance Domains and is informed by strategic directions and stakeholder engagement
- Ongoing engagement strengthens governance, operations, responsiveness, and decision-making
- Results Report analyzes implementation and determines implications for continuous improvement and next steps
- Education Plan and AERR demonstrate accountability to stakeholders and provides assurance in achieving goals

Moving Forward Together

- Education Plan (Y3) continues Foothills' commitment to engagement, support, and success for each learner with growing confidence and deeper understanding
- We adapt to evolving learner needs with responsive supports and meaningful learning opportunities prioritizing safe and inclusive learning environments, literacy and numeracy, well-being, and reconciliation
- The plan is ground in a belief that thriving schools build flourishing communities
- Strong partnerships with students, families, staff and communities are central to this work and contribute to long-term success
- The division remains focused on shared purpose, collective responsibility, engagement, evidence informed decision-making and continuous improvement

Engagement Goals Overview

Stakeholder Engagement and Communications | Continuous Improvement and Assurance

Advance stakeholder engagement and communications: Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.

Advance evidence-based continuous improvement and assurance: Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.



Advance Engagement and Communications

Strategy 1: Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways that empower partners in education to inform decision making.

Strategy 2: Evidence-based storytelling: Advance the Education Plan goals while showcasing learning outcomes across the system.

Advance Continuous Improvement

Strategy 1: Evidence-Informed decision-making: In a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

Strategy 2: 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.

Strategy 3: 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.

Measures and Targets

Stakeholder Engagement and Communications | Continuous Improvement and Assurance

Provincial and Local

Parent Involvement (AEAM)

Increase / maintain % of teachers and parents satisfied with parental involvement in decisions about their child's education

Quality of Education (AEAM)

Increase / maintain % of teachers, parents and students satisfied with the overall quality of basic education

FSD Assurance Survey

Increase / maintain % of parents satisfied with Assurance Measures

School Improvement (AEAM)

Increase / maintain % of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years

Stakeholder Engagement

Increase / maintain participation of stakeholders to inform decisions

Evidence of Planning and Reporting

Reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework

Evidence of Principles and Practices

That tells the story of learning and provides assurance of continuous improvement and student growth and achievement

Key Insights

Strengths



Areas for Growth



Next Steps



Engagement Overview

Stakeholder Engagement and Communications | Continuous Improvement and Assurance

Actions

Clarify the Purpose of Engagement

Ensure all partners understand why engagement is taking place and how their input will inform decisions, priorities, and planning.

Use Varied and Accessible Engagement Methods

Offer multiple ways for stakeholders to participate so engagement is inclusive, responsive, and matched to diverse needs and contexts.

Strengthen Partnerships Across the System

Build on existing school, division, community structures to create sustainable collaboration that supports shared responsibility for student success.

Show How Feedback Informs Decisions

Communicate clearly what was heard, what was learned, and how stakeholder input influenced actions, plans, or resource allocation.

Monitor Participation and Improve Engagement

Track who is participating and the quality of engagement to identify gaps, strengthen representation, and improve future efforts.

Build Staff Understanding of Meaningful Engagement

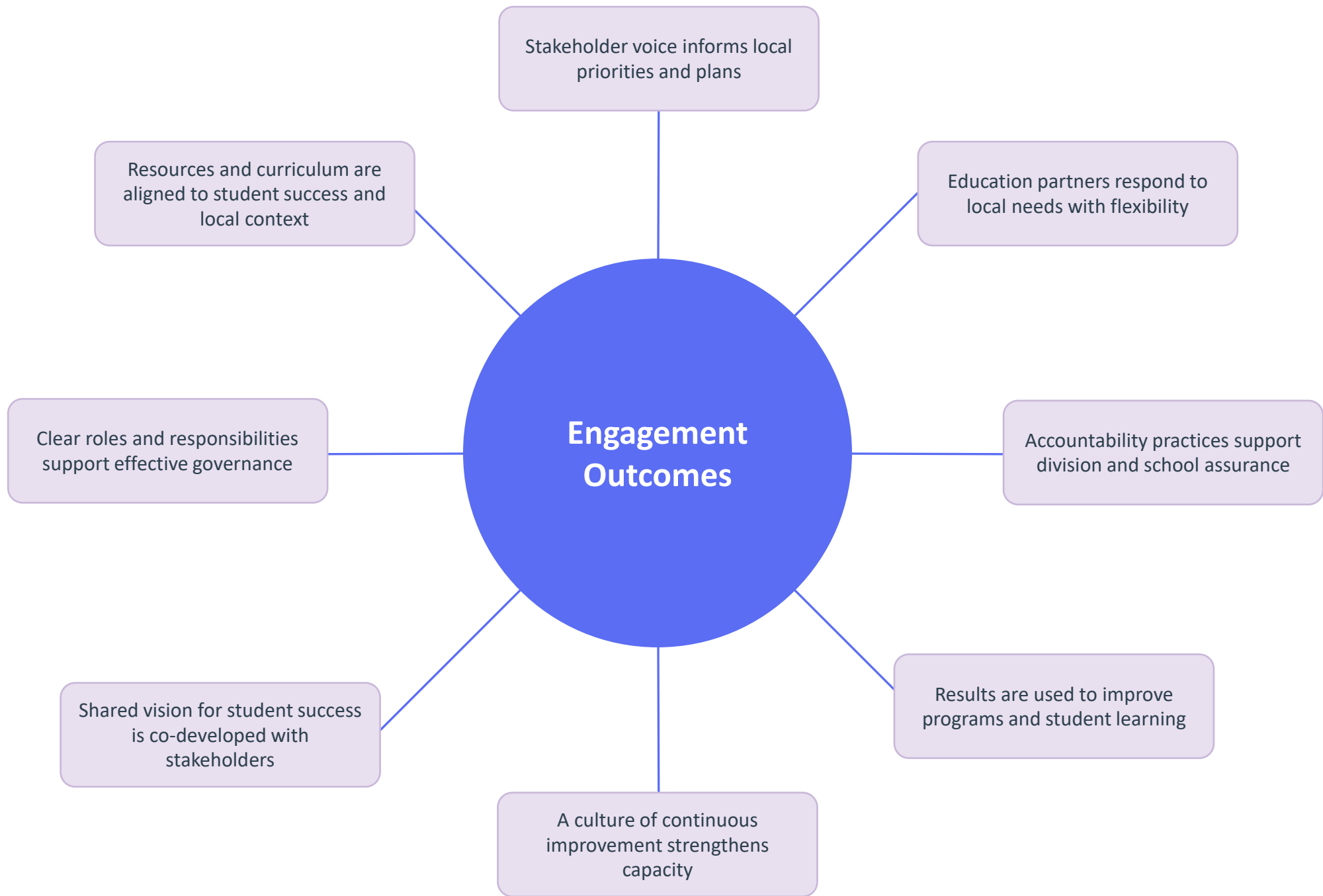
Support staff with the tools, skills, and shared expectations needed to lead respectful, effective, and culturally responsive engagement.

Use Evidence to Guide Planning and Action

Combine engagement insights with achievement and well-being data to inform priorities, improvement planning, and continuous learning.

Communicate Consistently and Transparently

Use clear, plain-language communication to share priorities, progress, and outcomes in ways that build trust and understanding.



Support Goals Overview

Wellness and Well-being | Continuum of Supports

Advance wellness and well-being: Collaboratively promote and advance healthy school environments for all, based upon a strong foundation of wellness and well-being.

Advance a continuum of supports: Collaboratively engage all stakeholders in creatively expanding and implementing the continuum of supports within each local context.



Advance Wellness and Well-being

Strategy 1: Continue to promote healthy school cultures through workplace wellness using the lens of Belonging, Independence, Mastery and Generosity.

Strategy 2: Continue to promote healthy school cultures through workplace wellness using the comprehensive school health framework.

Advance a Continuum of Supports

Strategy 1: 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.

Strategy 2: Continued collaboration with all stakeholders to support student success.

Measures and Targets

Wellness and Well-being | Continuum of Supports

Provincial and Local

Safe & Caring (AEAM)

Increase / maintain the % 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

Students at Risk (AEAM)

Increase / maintain the % of teachers, parents and students who agree that programs for children at risk are easy to access and timely

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, Intellectual Engagement Survey, FSD Professional Learning Survey)

Evidence of Principles and Practices

That tells the story of learning and provides assurance of continuous improvement and student growth & achievement

Program Access (AEAM)

Increase / maintain the % of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community

SOS-Q (Student Orientation to School Questionnaire)

Increase / maintain % of students who are at or above the National Norm in Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities

Staff Advisory and Students' Matters

Input and feedback

Key Insights

Strengths



Areas for Growth



Next Steps



Support

Wellness and Well-being | Continuum of Supports

Actions

Promote Student Well-Being

Strengthen healthy school cultures by supporting belonging, resilience, identity, and student voice.

Support Workplace Wellness

Foster psychologically safe and sustainable workplaces that enable staff to thrive and support student success.

Build Leadership for Wellness

Establish clear school-based leadership structures to guide consistent wellness practices and shared responsibility.

Use Data to Drive Improvement

Gather and analyze student, staff, and stakeholder data to identify needs and target meaningful actions.

Strengthen Inclusive Supports

Refine and expand the continuum of supports to improve access, responsiveness, and success for diverse learners.

Enhance Collaboration and Partnerships

Strengthen school, family, community, and cross-department collaboration to better coordinate supports for learners.

Increase Capacity Through Professional Learning

Build staff knowledge and confidence through focused learning in wellness, inclusion, trauma-informed practice, and student support.

Improve Communication and Clarity

Provide clear, accessible information about supports, processes, and pathways so students, families, and staff can access help effectively.



**Support
Outcomes**

Welcoming, safe, and caring learning environments are sustained

Students and staff build mental health awareness and resilience

Trauma-informed practices strengthen healthy school cultures

Wraparound supports enhance student well-being and staff wellness

A robust continuum of supports improves student success

Learning environments are responsive, inclusive, and there are high-expectations

Education partners share responsibility for inclusive education

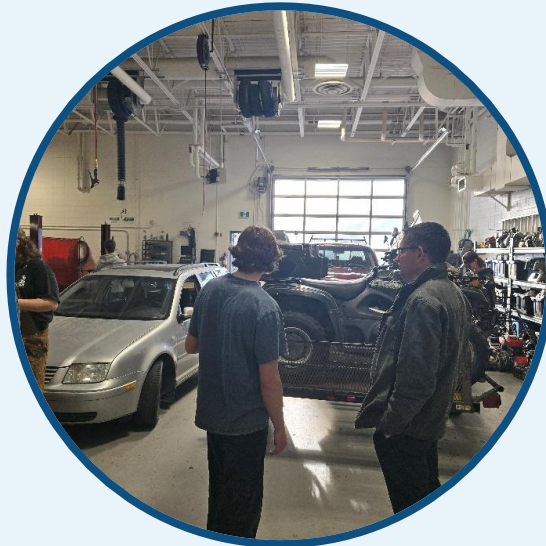
Collaborative structures and systems better support learners and families

Success Goals Overview

Innovation and Design | Learning that Transfers

Advance Innovation and Design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and learning competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.

Advance Learning that Transfers: Design for and advance learning that transfers where students engage with complex problems and have the opportunity to apply knowledge, skills and understandings in authentic situations and contexts over time.



Innovation and Design

Strategy 1: Schools will embed deep and transferable learning through the *Framework for Innovation and Design* to enhance design thinking and career exploration for all students supporting Deep and Transferable Learning across the curricula.

Strategy 2: Advance Career Education and provide students with real world experiences that prepare them for their future.

Strategy 3: 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.

Learning that Transfers

Strategy 1: Students develop deep and transferable learning by building conceptual understanding, exercising agency, and solving complex problems over time.

Strategy 2: Students experience deep and transferable learning through well-designed curriculum and pedagogy that emphasize conceptual understanding, learner agency, and engagement with complex problems over time.

Strategy 3: Students assessment, feedback, and reporting to deepen learning, support transfer, and communicate progress over time.

Measures and Targets

Innovation and Design | Learning that Transfers

Provincial and Local

Student Learning Engagement (AEAM)

Increase / maintain % of teachers, parents and students satisfied students are engaged in their learning at school.

Work Preparation (AEAM)

Increase / maintain % of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Overall Quality of Education (AEAM)

Increase / maintain % of teachers, parents and students satisfied with the overall quality of basic education.

Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM)

Growth and Improvement shown in each area.

Student Intellectual Engagement Survey

Increase / maintain % 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 tells the story of learning and provides assurance of continuous improvement, student growth and achievement.

Program of Studies (AEAM)

Increase / maintain % of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

Citizenship (AEAM)

Increase / maintain % of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Lifelong Learning (AEAM)

Increase / maintain % of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

FSD Assurance Survey

Increase / maintain % of parents satisfied with Assurance Measures.

Key Insights

Strengths



Areas for Growth



Next Steps



Success

Innovation and Design

Actions

Embed Deep and Transferable Learning

Use innovation and design across K–12 to strengthen critical thinking, real-world problem solving, and the transfer of learning across subjects.

Build Student Capacity Through Hands-On Learning

Expand maker-centred, CTF, and CTS experiences so learners develop creativity, collaboration, technical skills, and confidence.

Align Learning, Assessment, and Career Exploration

Connect curriculum, instruction, and assessment to authentic tasks that deepen understanding and help students explore future pathways.

Expand Equitable Access to Programs and Opportunities

Reduce barriers so all learners can access hands-on learning, career exploration, off-campus opportunities, and dual credit experiences.

Strengthen Career Education and Pathway Planning

Provide coherent K–12 career education, reflection, and planning tools that help learners identify interests, set goals, and prepare for next steps.

Increase Real-World Learning and Work-Based Experiences

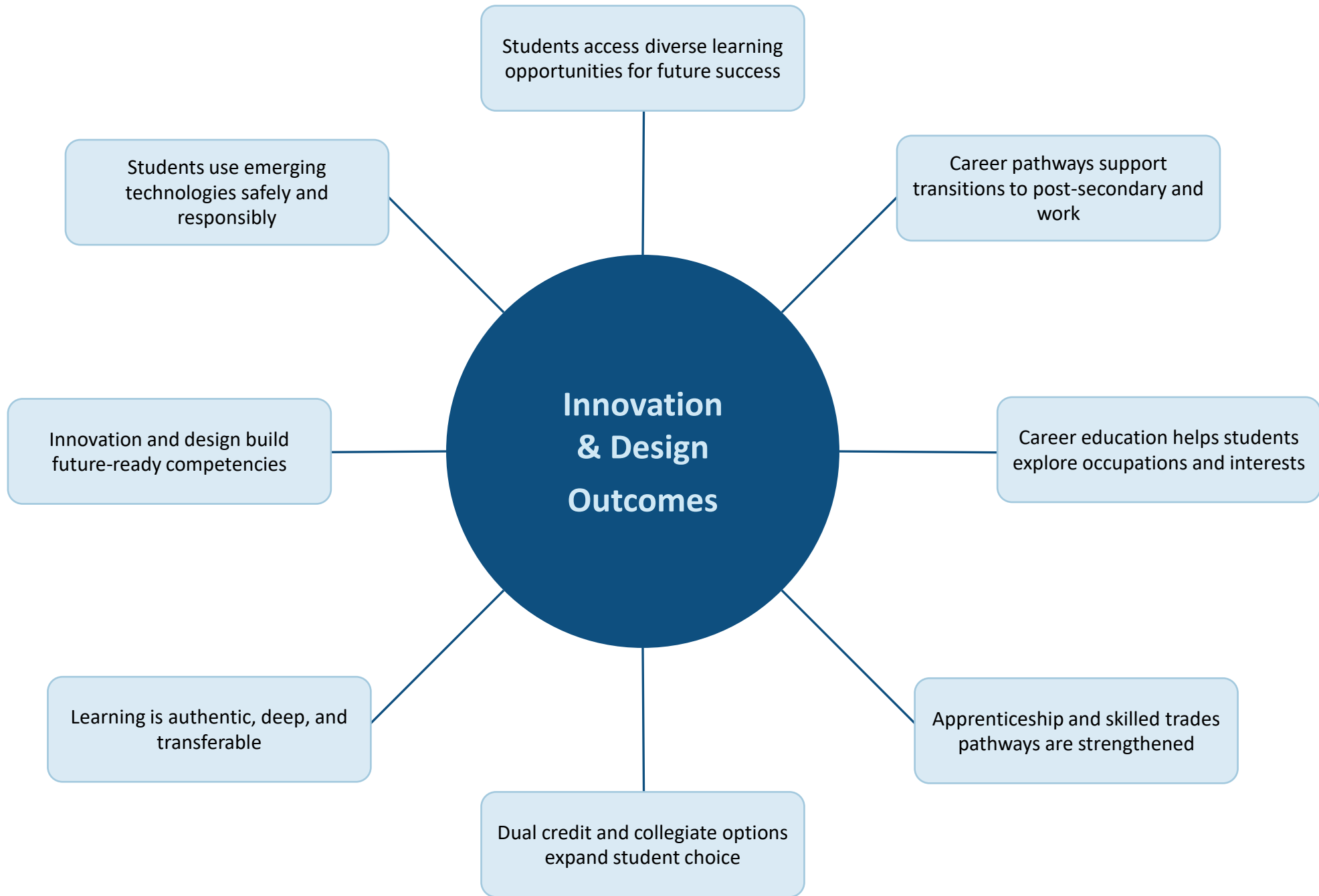
Expand off-campus learning, job-shadowing, workplace exposure, and authentic projects to build readiness for careers and life beyond school.

Grow Community, Industry, and Post-Secondary Partnerships

Develop coordinated partnerships that provide mentorship, authentic learning experiences, and stronger connections to future education and employment.

Use Evidence, Infrastructure, and Technology to Support Success

Strengthen learning environments through data-informed improvement, enabling structures, and safe, responsible use of emerging technologies.



Key Insights

Strengths



Areas for Growth



Next Steps



Success

Learning that Transfers

Actions

Build Conceptual Understanding

Design learning around big ideas, relationships, and transfer so students develop deep understanding across contexts and disciplines.

Strengthen Student Agency

Provide voice, choice, reflection, and goal-setting so learners take increasing ownership of their growth and learning pathways.

Engage Learners in Complex Problems

Use authentic, challenging tasks over time to help students apply knowledge, refine thinking, and build persistence.

Design Coherent Learning Experiences

Align curriculum, instruction, and pedagogy to create sequenced, meaningful learning that deepens understanding and transfer.

Support Transfer Through Strong Learning Environments

Create learning conditions that emphasize literacy, numeracy, competencies, innovation, and problem solving across subjects.

Use Assessment to Deepen Learning

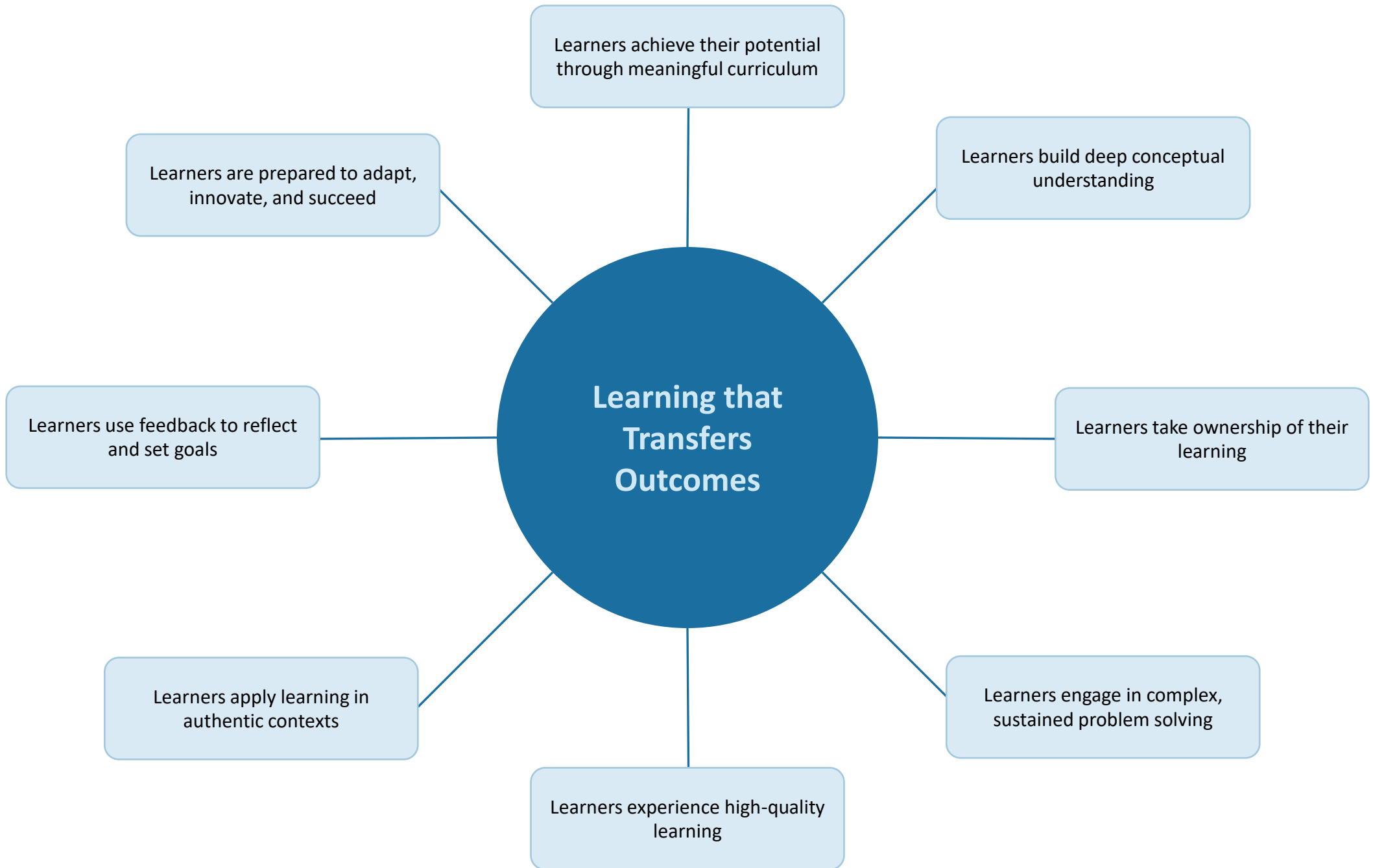
Implement clear, research-informed assessment and feedback practices that help learners understand progress and next steps.

Engage Learners in Evidence and Reflection

Support students in using feedback, multiple sources of evidence, and self-assessment to strengthen growth over time.

Leverage Digital Tools for Learning and Transfer

Use digital tools, including AI, to help learners think critically, communicate effectively, and apply learning in new contexts.



Success Goals Overview

Literacy & Numeracy | First Nations, Métis, Inuit Student Success

Advance Literacy and Numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.

Advance First Nations, Métis and Inuit Student Success: Advance First Nations, Métis and Inuit student success through equitable, culturally responsive learning environments that strengthen belonging, engagement, achievement, and well-being, while deepening understanding of Indigenous peoples, histories, and perspectives for all learners.



Literacy & Numeracy

Strategy 1: Strengthen the use of provincial and local assessment evidence so learners receive timely, responsive supports that promote literacy and numeracy growth and achievement.

Strategy 2: Ensure learners experience high-quality literacy and numeracy learning that supports transfer of knowledge and skills within and across subject areas.

Strategy 3: Expand access to high-quality literacy and numeracy resources, programming, and partnerships that enhance learner growth and achievement.

First Nations, Métis and Inuit Student Success

Strategy 1: Improve Education outcomes for First Nations, Métis, and Inuit students through aligned systems, programs and instructional supports that foster belonging, relevance, and success.

Strategy 2: Address systemic education gaps by strengthening student centered continuum of support and empowering learners as active participants in their learning.

Strategy 3: Support the implementation of Truth and Reconciliation Commission recommendations so students experience learning that is truthful, inclusive, and transformative.

Measures and Targets

Literacy and Numeracy

Provincial and Local

Learning Outcomes — PAT (Grade 6 and 9)

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

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)

Common Numeracy Assessment (4–9)

Increase % of students who are at or above grade level expectations

Learning Outcomes — Diploma (Grade 12)

Increase / maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams

Common Literacy Assessment (4–9)

Increase % of students who are at or above grade level expectations

DELFL (French Language Assessment)

Increase number of students completing DELFL exams (B1 in grade 9, B2 in grade 12) and increase % of students who achieve above 50% on Speaking, Listening, Reading, and Writing

Evidence of Principles and Practices

That tells the story of learning and provides assurance of continuous improvement and student growth and achievement

Key Insights

Strengths



Areas for Growth



Next Steps



Success

Literacy and Numeracy

Actions

Use Assessment to Guide Support

Use provincial and local assessment evidence consistently to identify needs early and provide timely literacy and numeracy supports.

Strengthen Data-Informed Intervention

Apply assessment data to design targeted, high-yield interventions that respond to learner strengths and needs.

Ensure High-Quality Literacy Instruction

Provide literacy learning that is explicit, authentic, and transferable across subjects and contexts.

Strengthen Numeracy Learning

Design numeracy instruction that builds confidence, conceptual understanding, fluency, and real-world application.

Advance French Language Learning

Support French learners through explicit language instruction, oral communication, comprehension strategies, and DELF-aligned practice.

Enhance English as an Additional Language Supports

Strengthen EAL practice through responsive assessment, differentiated instruction, and culturally responsive support for learners and families.

Expand Access to Strong Resources and Programming

Increase access to high-quality tools, resources, and programming that support literacy and numeracy growth across settings.

Leverage Partnerships and Innovation

Use partnerships, professional learning, digital tools, and AI thoughtfully to strengthen instruction and improve learner outcomes.

Literacy and Numeracy Outcomes

Learners are literate and numerate

Learners apply skills in authentic contexts for deep, transferable learning

Literacy and numeracy competency builds a foundation for fulfilling lives

High-quality literacy and numeracy learning experiences

Learners demonstrate strength in provincial literacy and numeracy outcomes

Balanced programming advances student growth and achievement

Curriculum develops literacy, numeracy, citizenship, and practical skills

Provincial assessments and early screening monitor progress and identify needs

Measures and Targets

First Nations, Métis and Inuit Student Success

Provincial and 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 and Grade 12 diploma exams

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)

SOS-Q (Student Orientation to School Questionnaire)

Increase / maintain % of students who are at or above the National Norm in Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular

Common Literacy and Numeracy Assessments (4–9)

Increase % of students at or above grade level

High School Completion Rate 3 and 5 Year (AEAM)

Increase in % of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10

Cultural Perspectives Survey

All students grades 4–12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. Disaggregated to compare general population perspectives with those self-identifying as First Nations, Métis, and Inuit

Student Intellectual Engagement Survey

Increase / maintain % of students who chose to agree or strongly agree in Grades 4–12 in High Expectations, Relevance, Rigor, Effort, Lose Track of Time in subject areas

Evidence of Principles and Practices

That tells the story of learning and provides assurance of continuous improvement, student growth and achievement

Key Insights

Strengths



Areas for Growth



Next Steps



Success

First Nation, Métis and Inuit Student Success

Actions

Affirm Identity and Belonging

Create school environments where Indigenous identities, cultures, and histories are visible, valued, and reflected in everyday practice.

Strengthen Coordinated System Supports

Align achievement, engagement, attendance, and support processes to provide coherent, responsive pathways for Indigenous learner success.

Expand Culturally Grounded Learning

Provide authentic learning experiences through land-based learning, Indigenous-focused courses, and culturally responsive programming.

Improve Access Through Partnerships

Strengthen relationships with Nations, families, Elders, and communities to improve access, choice, and shared responsibility for student success.

Enhance Universal and Targeted Supports

Ensure learners receive timely academic, cultural, wellness, and mentoring supports that respond to strengths, needs, and aspirations.

Empower Learner Voice and Agency

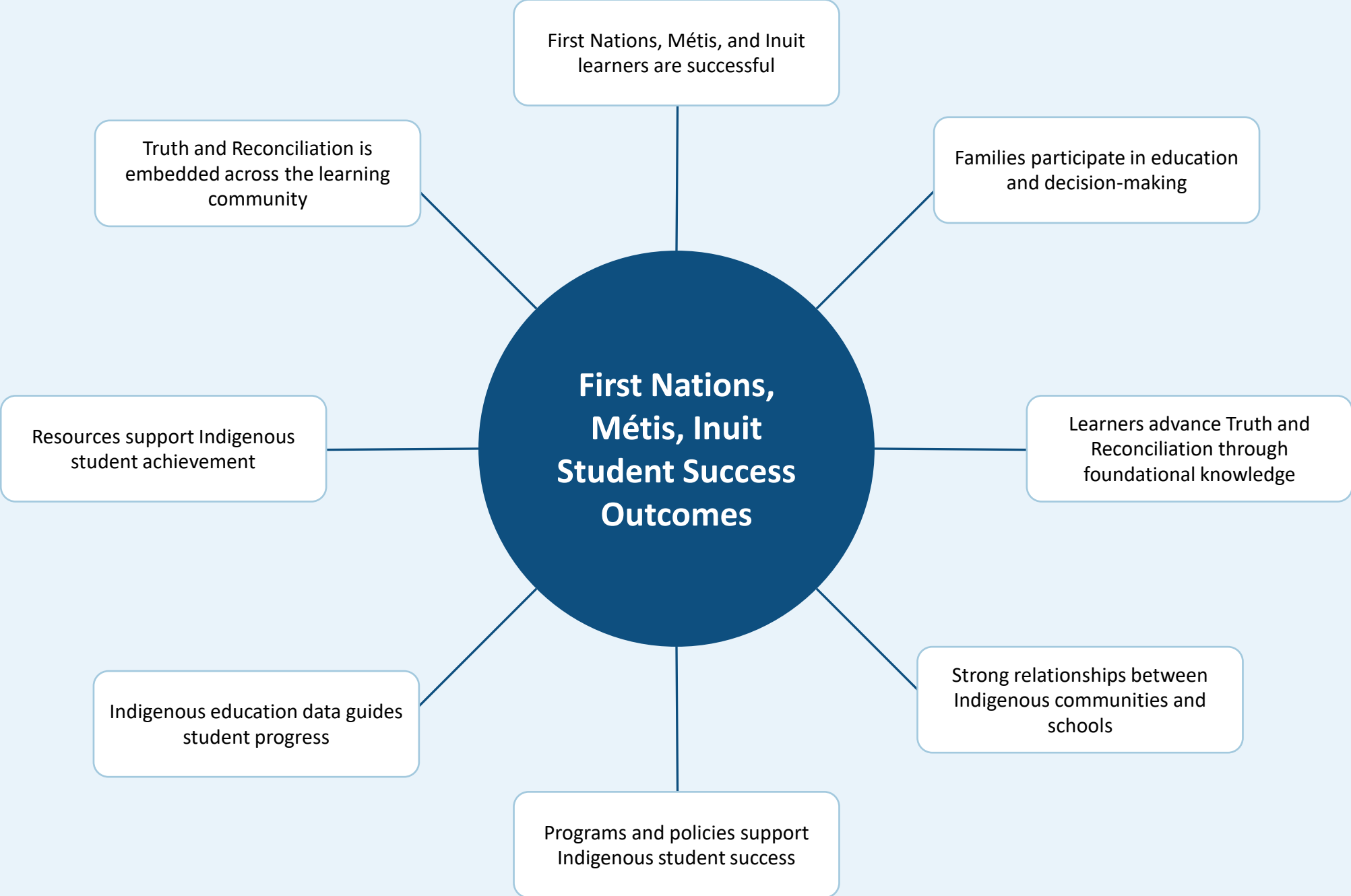
Support Indigenous learners as active participants in goal setting, leadership, transition planning, and their own learning journeys.

Advance Truth and Reconciliation Learning

Embed truthful, accurate, and age-appropriate learning about Indigenous histories, treaties, residential schools, and contemporary realities.

Build Staff Capacity for Responsive Practice

Strengthen professional learning in culturally responsive, trauma-informed, and inclusive teaching to improve belonging, engagement, and achievement.



Success Goals Overview

Excellence in Teaching, Learning, and Leading

Advance Excellence in Teaching, Learning, and Leading: Advancing student growth and achievement through a sustained focus on optimizing teaching, learning, and leading where teachers and leaders are committed to; professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.

Teaching, Learning and Leading

Strategy 1: Teachers and leaders will engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.

Strategy 2: Develop and demonstrate a professional body of knowledge and provide instructional leadership.

Strategy 3: Enhance inclusive learning environments where high quality teaching, learning, and leading occur.

Measures and Targets — Provincial and Local

In-service Jurisdiction Needs (AEAM)

Increase in the % 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 % 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 tells 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)

Key Insights

Strengths



Areas for Growth



Next Steps



Success

Teaching, Learning, and Leading

Actions

Anchor Professional Learning in Student Success

Focus career-long professional learning on improving teaching, leadership, and learner outcomes.

Strengthen Collaborative Professional Inquiry

Use professional learning communities and reflective practice to build collective capacity and improve instruction.

Advance Deep Learning Through Curriculum and Assessment

Strengthen curriculum implementation, pedagogy, and assessment to support deep, transferable learning.

Build Instructional Leadership Practice

Develop strong instructional leaders who model effective planning, feedback, and standards-aligned practice.

Improve Literacy, Numeracy, and Digital Fluency

Ensure all learners build foundational skills through intentional instruction, timely support, and responsible technology use.

Strengthen Fair and Responsive Assessment

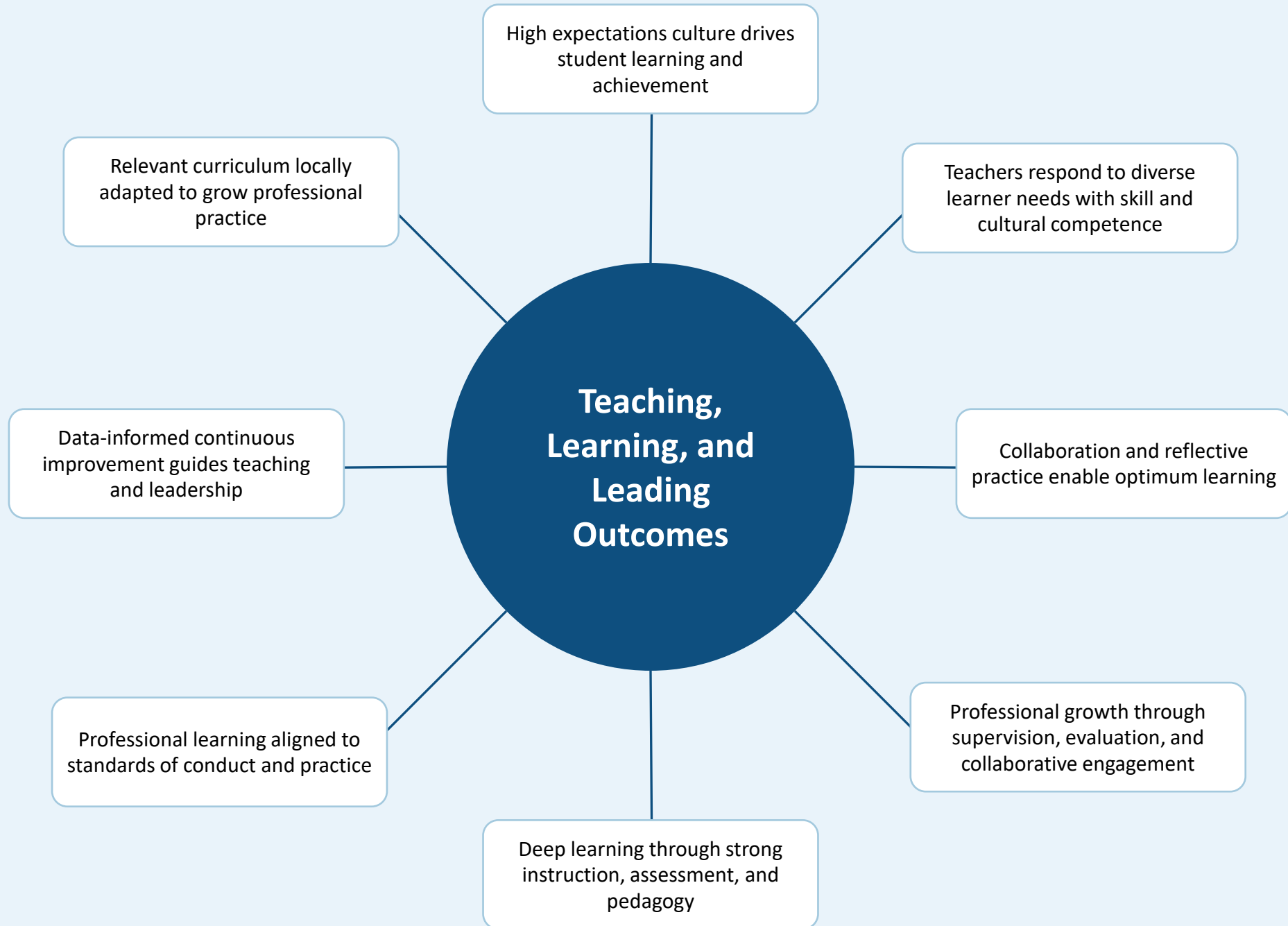
Use balanced, evidence-informed assessment and reporting practices to guide learning and communicate progress.

Enhance Inclusive and Safe Learning Environments

Foster caring, welcoming, and inclusive schools that support belonging, well-being, and student success.

Expand Understanding of Inclusive and Indigenous-Informed Practice

Build staff confidence in inclusive education, trauma-informed practice, and respectful integration of Indigenous learning.



Operational Plan Components

Division Budget

Financial transparency and accountability

Capital Plan

Facility maintenance and development

Operations Plan

Coordinated services and procedures

Technology Services

Secure and reliable technology infrastructure

Operational Excellence and Stewardship

- Board of Trustees and Foothills School Division committed to assurance model which includes financial transparency, accountability, and continuous improvement
- Effective operational systems essential to ensuring every student can learn through responsible budgeting and skilled employees
- Well-maintained facilities and coordinated services ensure schools are safe, welcoming, and ready for learning daily
- Every decision in financial planning viewed through vision and mission lenses ensuring alignment with strategic priorities