



# 2021-2024 EDUCATION PLAN YEAR 2

*The future is not something we enter.  
The future is something we create.*

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback

[foothillsschooldivision.ca](http://foothillsschooldivision.ca)



# » BOARD CHAIR MESSAGE

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On behalf of The Foothills School Division's Board of Trustees, I welcome you to this year's education plan. This is year two of our 2021-2024 plan.

Lifting this plan is our continued—and renewed—commitment to the division's [Policy 1: Engagement, Support and Success for each learner](#). This is the lens through which we approach our work and the metrics for our success. As in the previous year, our focus remains on assurance and accountability in the pursuit of quality learning for each and every learner across our division.

Several themes are evident across this document. First is our ***proactive pursuit of excellence***. Both inside and outside of our collective pandemic experience, the division remains steadfast in its commitment to continuous, iterative work to put students at the nexus point of their potential and the demands of the future. Second is our ***commitment to collaborative community work***. Building relationship, engaging in meaningful dialogue, and giving voice to the community as stakeholders as an extension of our collective responsibility is evident in our community engagement work, reflective of the board's governance model, and informs the [creation of new values statements](#) and our [board priorities, goals, and strategic direction](#). Lastly, is our ***commitment to build a place for all***. Not only is this the creation of a welcoming, caring, respectful, safe, and inclusive learning environment that embraces diversity, it is also building a positive professional ecosystem where rich and responsive learning experiences can be created and sustained. The board shares the enthusiasm of our division's 852 people as we look toward a future with optimism, hope, and the very real possibility of implementing this plan uninhibited by COVID-19. We share Superintendent Fuzessy's vision to harness our division's resilience, creativity, and endurance into renewed momentum and wonder to produce truly innovative experiences in the year ahead.

Now is the time for the pursuit of our potential.

Theresa Letendre, Board Chair, Ward 3 Trustee

## ON BEHALF OF:

Jack Molyneux, WARD 1

John Evans, Vice-Chair, WARD 2

Sharon Nichols & Lisa Penzo, WARD 4

Phil Irwin, WARD 5



## DIVISION TRUSTEES

**JACK MOLYNEUX**  
Ward 1

**JOHN EVANS**  
Ward 2 - Vice Chair

**THERESA LETENDRE**  
Ward 3 - Chair

**SHARON NICHOLS**  
Ward 4

**LISA PENZO**  
Ward 4

**PHIL IRWIN**  
Ward 5

### WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosure in their Annual Education Results Report / Three-Year Education Plan. For a copy of the legislation or further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://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 [Administrative Procedure 404 – Duty to Report – Whistleblower Protection Act](#) to manage this new requirement.

### ACCOUNTABILITY STATEMENT THE FOOTHILLS SCHOOL DIVISION EDUCATION PLAN

The education plan for The Foothills School Division commencing September 1, 2022, was prepared under the direction of the board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The board approved the 2021-2024 Foothills School Division Education Plan (Year 2) on May 25, 2022.



**Theresa Letendre, Chair**  
Board of Trustees



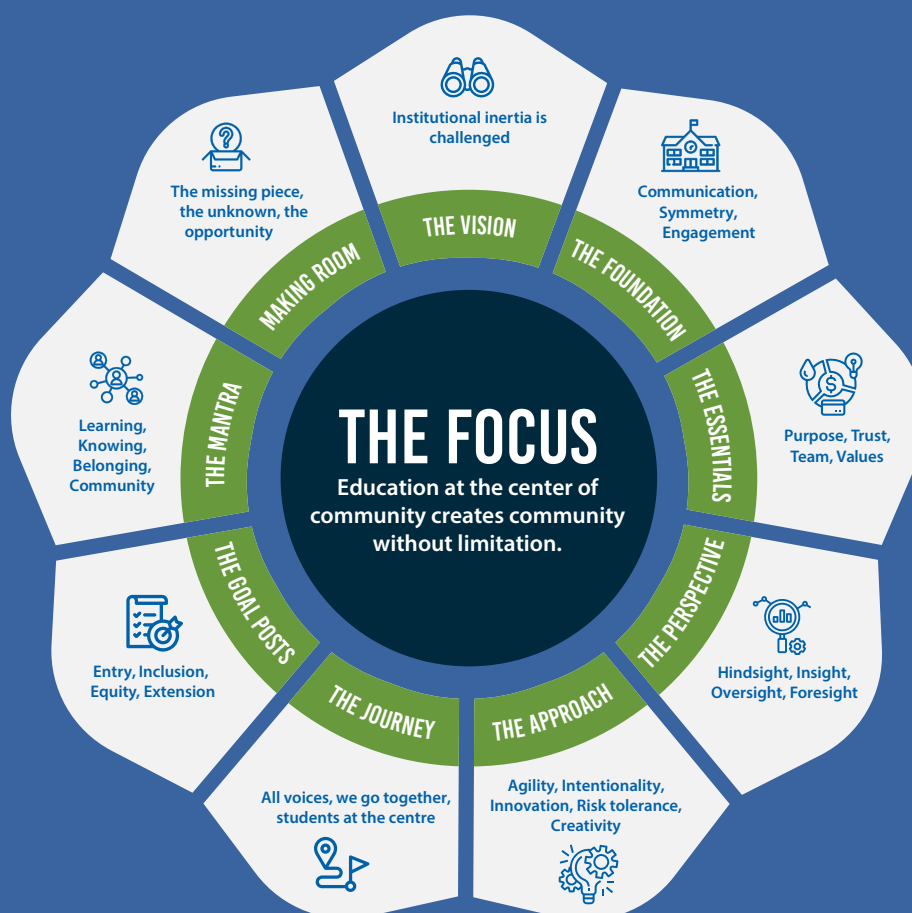
**Christopher Fuzessy, Ph.D.**  
Superintendent of Schools



# » SUPERINTENDENT MESSAGE

## WHAT DOES IT MEAN TO BE IN PURSUIT OF OUR POTENTIAL?

As this division's superintendent, this question guides my interactions with our board's governance, with our school's leaders' vision for their schools, in my collaborative work with partners, and in every interaction I have with the students whose lived experience in learning is shaped by the school ecosystem we create. This year's education plan reveals our collective answer to this question: that the pursuit of our potential means putting education at the center of the community. It is the deeply cognitive resonance that **a community with education at the center is a community without limitation**. Further, a core understanding that what our community becomes will be reflective—and reflexive—of the educational experiences we deliver and the cultivation of a new generation of thinkers, problem-solvers, listeners, and consummate consumers of knowledge. In our division, this is the foundation of success for every learner: an understanding of what they can become and creating avenues, opportunities, and agency in the pursuit of their potential as an extension of the potential of our community. We recognize with renewed importance and intentionality that our purpose—our pursuit—is to create a place where all can flourish. The graphic here demonstrates the **elements that fuel our pursuit**:





# ELEMENTS THAT FUEL OUR PURSUIT

I am privileged to lead a division ready to embody these elements. While we may be different people—different educators and different leaders—in a post-pandemic work, we remain resilient, motivated, and passionate champions for education. The road ahead is translating this renewed commitment into a new momentum. This momentum becomes our collective efforts to be in pursuit of our potential. This education plan is our guide.

**Christopher Fuzessy, Ph.D.**  
*Superintendent of Schools*

FOOTHILLS SCHOOL DIVISION



## THE VISION

honouring innovative thinking, being open to new thinking, and resisting the idea that the way we do things is the best possible way they can be done.



## THE FOUNDATION

valuing our community's voice and giving equal opportunity for all voices to be heard.



## THE ESSENTIALS

connecting all we do to our purpose, to the cultivation of trust, and toward working as one team.



## THE PERSPECTIVE

informing every decision hindsight, foresight, insight, and oversight.



## THE APPROACH

creating wonder, cultivating curiosity, and working with intentionality.



## THE JOURNEY

where we go, we go together.



## THE GOAL

measuring the effects of our work through the lens of entry, inclusion, and equity.



## THE MANTRA

uniting all stakeholders that our work promotes learning, nurtures knowledge, fosters belonging, and creates community.



## MAKING ROOM

that the pursuit of potential makes room for the unknown, the unexplored, and the unexpected.





# WELCOME TO OUR EDUCATION PLAN

**THE FUTURE IS NOT SOMETHING WE ENTER.  
THE FUTURE IS SOMETHING WE CREATE.**

Our future is created by the young people in our classrooms today, fostered by the educators invested in the pursuit of their potential, and nurtured by the same community that will be the beneficiary of what they create.



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## **Future-focused learning is the apex of educators in pursuit of the full potential of young people.**

It begins with how teachers plan for learning. Our students bring their passions, talents, and curiosities to our schools each day. Teachers harness this by designing learning that enables students to solve complex problems while learning the knowledge and skills that allow them to grow these dispositions. Learning is then transferred—intentionally expanded beyond the classroom to engage learners with their communities and the world. Teachers design learning to tell the story of the curriculum; bringing it to life in a way that students can transfer learning directly into the things they care about.

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## **Future-focused learning brings every student along.**

Our teachers consider each learner and design classroom instruction that supports each student to reach their greatest potential through the development of foundational, transferable skills and competencies to fully engage in their learning. Instruction and assessment are interwoven to ensure learners are receiving ongoing feedback that allows them to reflect and strive for the next steps in their learning journey. Complex problems framing learning segments are presented at the start of learning to increase engagement and make learning meaningful.

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## **Future-focused learning builds a thinking toolkit.**

Thinking is made visible as students interact with rich learning tasks testing their ideas, and adjusting as they learn more, question more, and adjust thinking. This process is invaluable in the cultivation of life-long learners; young people who develop the dispositions and tools of thinking. Thinking is shared as students consult with others to generate questions, ideas, opinions, and gather information. Students become co-designers of their learning as they are empowered to think deeply and interact with the thinking of others.

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## **Future-focused learning connects young people to their ability to affect change.**

Our teachers create environments that empower each learner to lead their own lives and affect the world. Learning is designed to honor voice and learning spaces are created to nurture physical, emotional, intellectual, and social development. By empowering youth to discover their passions and talents and to lead their lives with purpose, our schools support each learner to follow their journey and transfer their learning to life beyond the classroom.



## » THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

### AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

### CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

### PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.





# FOOTHILLS SCHOOL DIVISION EDUCATION PLAN 2021-2024

(Year 2)

Our 2021-2024 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 2021-2024 Education Plan: Year 1**

**2020-2021 Annual Education Results Report**



## 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!



## LAND ACKNOWLEDGMENT

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

**Truth and Reconciliation for Learner Success  
in Foothills School Division**



## LEARNING GOALS

- ☑ Innovation and Design
- ☑ Learning that Transfers
- ☑ Literacy and Numeracy
- ☑ First Nations, Métis, and Inuit Student Success
- ☑ Wellness and Well-being
- ☑ Continuum of Supports





## COMMITMENTS

- Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division.
- Engaging, communicating, and collaborating meaningfully with our learners and communities.
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging.
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities.



## PROGRAMS

- ✓ [Indigenous Learning](#)
- ✓ [Junior Kindergarten \(Preschool\)](#)
- ✓ [Full- and Part-Time Kindergarten](#)
- ✓ [French Immersion](#)
- ✓ [Nature-based Learning](#)
- ✓ [Montessori Program](#)
- ✓ [International Baccalaureate: Primary Years Program](#)
- ✓ [Innovation and Design and Career Futures](#)
- ✓ [Alberta High School of Fine Arts](#)
- ✓ [Hub@Home: Home-based Education](#)
- ✓ [Summer School](#)
- ✓ [International Students](#)





# » ASSURANCE

The Foothills School Division Education Plan and Annual Education Results Reports (AERRs) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance.

Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#).

Our three-year fixed term (2021-2024) education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan \(2020-2023\)](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains.

Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. The division priorities and assurance framework provide strategic direction to schools in the development of their plans and in engaging stakeholders (i.e., school council) 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 AERR. Effectively engaging stakeholders in the development of our education plan and sharing results has resulted in several benefits including ensuring being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

| Alberta Education Goals  | Foothills School Division Goals                   | Assurance Domains            |
|--|---|------------------------------|
| Alberta's students are successful  | ☑ Innovation and design                           | Student growth & achievement |
|  | ☑ Learning that transfers                         |                              |
|  | ☑ Numeracy and literacy                           | Learning support             |
|  | ☑ Wellness and wellbeing                          |                              |
|  | ☑ Continuum of supports                           |                              |
| First Nations, Métis, and Inuit students in Alberta are successful           | ☑ First Nations, Métis, and Inuit student success | Student growth & achievement |
|  |   | Learning support             |
| Alberta has excellent teachers, school leaders, and school authority leaders | ☑ Excellence in teaching, learning and leading    | Teaching and leading         |
| Alberta's K-12 education system is well governed and managed                 | ☑ Stakeholder engagement and communications       | Local and societal context   |
|  | ☑ Continuous improvement and assurance            | Governance                   |



## Welcome to the Foothills

We educate young people in **Alberta's southern area**, just south of Calgary and east of our beautiful Kananaskis Country

**14** Number of years **students** spend with us



**7,661** **STUDENTS** learning



**840** **EMPLOYEES**



**25**  
**SCHOOLS**

- ✓ 2 virtual/alternative
- ✓ 3 Hutterite Colony



**136** **GUEST TEACHERS** who help keep students learning



**PRE-KINDERGARTEN** starts at **age 4**



**KINDERGARTEN** is for kids who are **5 (or turn 5)** when the school year starts



Students typically **graduate at 17 or 18**



# WHO WE ARE



**4**

## **SUPERINTENDENTS**

guide the operations  
of the division



## **RED DEER LAKE**

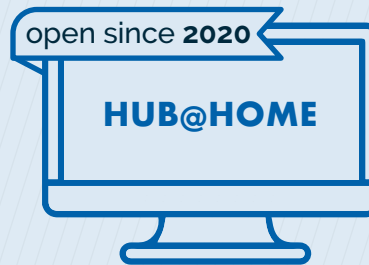
School is our oldest school



**6**

## **TRUSTEES**

govern the division



## **HUB@HOME**

is our newest school



**80** SCHOOL  
DRIVERS



**84** SCHOOL  
BUSES



**72** BUS  
ROUTES



**5**

**SCHOOLS** offer  
Jr. Kindergarten

**15**

**SCHOOLS** offer  
Kindergarten  
FULL TIME AND PART TIME

**6**

French immersion  
**SCHOOLS**  
from kindergarten  
to Grade 12

**1**

**SCHOOL** offers  
Montessori

**1**

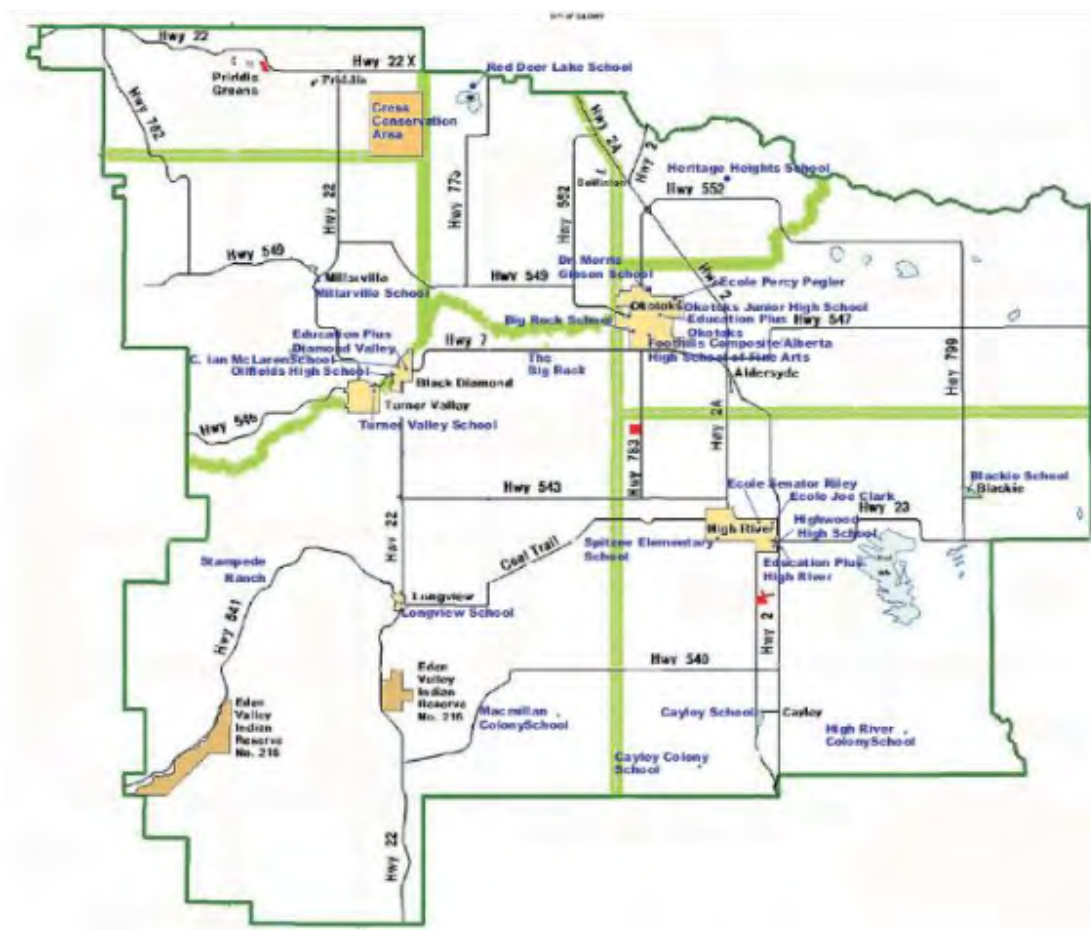
Nature Base  
**SCHOOL**

**1**

IB program







### OKOTOKS AND AREA SCHOOLS

- [Big Rock School](#) (K-6)
- [Dr. Morris Gibson School](#) (K-6)
- [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)
- [Meadow Ridge School](#) (K-9)
- [Cameron Crossing School](#)
- [Heritage Heights School](#) (K-9), DeWinton
- [Red Deer Lake School](#) (K-9), Foothills County

### HIGH COUNTRY SCHOOLS

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

### FSD ON-LINE SCHOOL

- [Hub@Home](#) (1-12)

### HIGH RIVER AND AREA SCHOOLS

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



# » ENGAGEMENT, SUPPORT, AND SUCCESS

## FOR EACH LEARNER IN FOOTHILLS SCHOOL DIVISION

**Our Vision:** Engagement, support, and success for each learner.

**Our Mission:** Each learner entrusted to our care has unique gifts and abilities.

It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

### Our Priorities:

- **Engagement:** Ensure engagement is timely, meaningful, and collaborative with all learners.
- **Support:** Ensure learning environments are welcoming, caring, respectful, safe, and inclusive.
- **Success:** Ensure excellence in teaching, learning and leadership

### ENGAGEMENT

#### Local and Societal Context

**Assurance Measure:** Provide trust and confidence that the education system responds proactively to local and societal contexts.

#### Governance

**Assurance Measure:** Provide trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.

### SUPPORT

#### Learning Supports

**Assurance Measure:** Provide 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.

### SUCCESS

#### Student Growth and Achievement

**Assurance Measure:** Provide trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

#### Teaching and Leading

**Assurance Measure:** Provide trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.



## » GOALS AND STRATEGIC PLANS

### ENGAGEMENT

#### Local and Societal Context

**Goal:** Advance stakeholder engagement and communications.

Stakeholder Engagement and Communications Strategic Plan

#### Governance

**Goal:** Advance evidence-based continuous improvement and assurance.

Continuous Improvement and Assurance Strategic Plan

### SUPPORT

#### Learning Supports

**Goal:** Advance wellness and well-being.

Wellness and Well-being Strategic Plan

**Goal:** Advance our continuum of support.

Continuum of Support Strategic Plan

**FSD Vision 2034: Prepared for the Future**

### SUCCESS

#### Student Growth and Achievement

**Goal:** Advance innovation and design.

Innovation and Design Strategic Plan

**Goal:** Advance literacy and numeracy.

Literacy and Numeracy Strategic Plan

**Goal:** Advance First Nations, Métis, and Inuit student success.

First Nations, Métis, and Inuit student success Strategic Plan

**Goal:** Create learning for transfer.

Learning for transfer Strategic Plan

#### Teaching and Leading

**Goal:** Advance excellence in teaching, learning and leading.

Excellence in Teaching, Learning, and Leading Strategic Plan



# » ENGAGEMENT

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## OUR STORY OF ENGAGEMENT

We are committed to engaging and collaborating meaningfully with our learners and communities. We communicate division progress and the use of resources transparently and with a view to guiding future decision-making. We consult widely and in a variety of ways with our learners, parents, and communities to include their voice in our decision-making and to build partnerships. We seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision-making. We do this to assure our learners and communities that our decision-making is based on the best interests of all our learners.

- [Engage FSD](#)
- [Vision 2034: Prepared for the Future](#)
- [Ideas that Make Cents](#)
- [Students' Matters](#)
- [Trustee News & FSD Trustee Guide to Good Governance](#)
- [School Council Presentations](#)



# STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS

LINKS [Key Insights](#)[Strategic Plan](#)

## GOAL

### **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.

## OUTCOMES

Stakeholder engagement and communication strategies ensures:

- engagement, support, and success for each learner.
- governance aligns with and is responsive to the needs and expectations of the learning community.
- stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.
- communication provides assurance.
- partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.

## INDICATORS

- Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.
- Measures indicate that parents are involved in school and system decision making processes.
- Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.



## STRATEGIES

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**Strategy 1:** Assure community voice is captured through data-driven engagement practices that inform division decisions. This includes school-based support to create meaningful opportunities for student engagement.

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**Strategy 2:** Create a digital infrastructure that supports connectedness, belonging, wellness, and well-being, and the reduction of silos across our many division sites, departments, and teams.

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**Strategy 3:** Profile division experts as thought leaders in education as a mechanism to (a) leverage a desire from parents/guardians to further engage in elements of education and (b) to position the division as a prominent voice in school education.

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**Strategy 4:** Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.

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**Strategy 5:** Continue to ensure all FSD stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- Parent Involvement: Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

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### Local

- FSD Assurance Survey: Increase in percentage of parents satisfied with assurance measures.
- FSD Engage participation rates: Increase/maintain stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- Stakeholder involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making.
- Evidence of principles and practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



## STAKEHOLDER ENGAGEMENT

Stakeholder engagement opportunities that inform priorities, actions and decision making in Foothills School Division



### STUDENTS

**Students' Matters Committee:** All FSD schools have students represented on this committee (Gr. 5 – 12). The committee meets three times a year to provide student voice and perspective on division programs, initiatives, and education plans. This committee engages, empowers, and honours students as education partners and leaders of change in their school and community.

**Student Councils:** Student councils give students opportunities to share input and perspectives on school programs and initiatives. They improve relationships between students, teachers, parents, and school leadership. Students take responsibility and ownership of their learning and school community while promoting a welcoming, caring, respectful and safe learning environment.



### STAFF

**Staff Advisory Committee:** Representatives from all employee groups are represented on this committee from each school and facility site. The committee meets three times a year to provide staff voice to decision making.

**Superintendent Advisory Sessions:** Administrators from all schools in the division come together regularly throughout the year to collaborate, thinking critically, and solving problems together to advance education excellence in Foothills School Division. The purpose of the advisory sessions is for the superintendent to consult and gather feedback, voice, and recommendations for the executive team to consider in operational decision making in a shared leadership model with school administrators.

**Shared Leadership Teams and Lead Teachers:** Teacher teams come together throughout the year to collaborate, thinking critically, solving problems together and design high quality engaging learning to support student success and advance goals for student growth and achievement in Foothills School Division.





## PARENTS

**School Councils:** School councils enhance student learning by engaging parents, staff, and community members to advise the principal and the board on matters concerning school improvement planning. School councils are a means for parents and community members to work together with the school to support and enhance student learning.

**Council of School Councils (COSC):** COSC enhances communication among the school councils, the division, the superintendent, trustees, and the community. Each school council within the division has a member of COSC. COSC provides parents, staff and interested community members an opportunity to discuss significant matters relating to student learning. They advise the board regarding matters of common interest and enhance parental engagement through learning opportunities.



## COMMUNITY

**Indigenous Advisory Circle:** The Foothills School Division Indigenous Advisory Circle began in the fall of 2021 and meets frequently through the year. It is a community of various stakeholders including parents, guardians, educators, leaders, and students. The advisory circle's main goal is to build reciprocal relationships and work together to advance truth and reconciliation within Foothills School Division. This will be accomplished through authentic voice and action with participation from self-identified Indigenous students alongside volunteer parents and guardians and volunteers from Foothills School Division Staff.

**Multi-stakeholder Committee:** A multi-stakeholder engagement committee consisting of staff, parents, community representatives and trustees has provided voice in supporting continuity of learning and quality education through the pandemic. Moving forward, the committee's work will be repurposed for operational consultation on annual assurance actions (i.e., budget, education plan, AERR) and/or emergent issues (i.e., post pandemic planning forward). The committee's purpose is to consult and gather feedback, voice, and recommendations for the executive team to consider in operational decision making. The committee is committed to communicating, collaborating, thinking critically, and solving problems together to advance education excellence.

**Community Partnerships:** The Foothills Mental Health Task Force came together during the winter of 2021. This committee includes representation from the Foothills School Division, Alberta Health Services, Mental Health and Addictions as well as Allied Care, The Foothills Children's Wellness Network, and the Calgary Rural Primary Care Network. The objective of the task force's work is to map out the existing continuum of supports for the Foothills community, identify and address gaps in service, and renew as well as strengthen partnerships throughout the community it serves. And, most importantly to include youth and community voice in shaping the direction of the work.





# CONTINUOUS IMPROVEMENT AND ASSURANCE

LINKS 

[Key Insights](#)

[Strategic Plan](#)

## GOAL

### **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.

## OUTCOMES

- Collaborative relationships with stakeholders.
- Meaningfully involved education partners and stakeholders.
- Sustained culture of continuous improvement and collective responsibility.
- The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
- A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.



## INDICATORS

- Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.
  - Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.
  - FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.
  - AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

## STRATEGIES

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**Strategy 1:** Continue to provide timely Assurance reporting so that stakeholders can assess school and system success.

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**Strategy 2:** Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

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**Strategy 3:** Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

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**Strategy 4:** Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all our stakeholders.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- Parent Involvement: Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Continuous Improvement: 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.

- Overall Quality of Basic Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

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### Local

- FSD Assurance Survey: Increase in percentage of Parents satisfied with assurance measures.
- Guiding Principles for Assurance: 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 that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)





# » SUPPORT

## OUR STORY OF SUPPORT

We are committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the Division within a culture of belonging. These 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 focusses 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.

- [FSD Cares](#)
- [FSD Parent Learning Link](#)
- [FSD Student Learning Link](#)
- [Student Supports](#)
- [Student Learning](#)
- [Family and Community](#)





## WELLNESS AND WELL-BEING

**LINKS** [Key Insights](#)[Strategic Plan](#)[Student Orientation to School](#)[Questionnaire Summary](#)

### GOAL

#### **Advance wellness and well-being**

Develop collective efficacy in advancing a culture of wellness and well-being.

### OUTCOMES

- Learners are active, healthy, and well.
- Learners contribute to developing and advancing cultures of wellness and well-being.
- Learners contribute to and feel welcomed, cared for, respected and safe.
- Learners demonstrate understanding and respect for the uniqueness of all learners.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Learners access a continuum of supports to be successful.
- Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change.
- Learners build resilience and positive mental health skills.
- Students' Matters and Staff Advisory take action to support wellness and well-being system wide.

### INDICATORS

- Improved wellness and well-being in students and staff.
- Learning environments are welcoming, caring, respectful and safe.
- Improved understanding of an inclusive education system.
- Improved collaboration with education partners to support learning.
- Improved wrap around services and supports enhances conditions required for optimal learning and wellness.
- Continuum of supports enriches learning and meets the need of students, families, staff, and communities.



## STRATEGIES

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**Strategy 1:** Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual wellness and well-being for both staff and students.

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**Strategy 2:** Continue to use data and feedback to support staff and student leaders with planning and strategies to ensure safe, caring, and welcoming learning environments across our system.

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**Strategy 3:** Continue to develop knowledge and skills within wellness and well-being through a continuum of learning and wellness opportunities that allow access for each learner in our system.

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**Strategy 4:** Continue to develop the knowledge, skills, and capacity of staff and student leaders across the system to advance cultures of wellness and well-being through a shared and collaborative leadership approach.

*\*Strategies continued from 2021-22*

*\*Strategies revised or added for 2022-23*

## MEASURES AND TARGETS

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### Provincial

- Safe & Caring: 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: 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: Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

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### Local

- 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.
- Evidence that feedback from Staff Advisory and Students' Matters impacts decision making and contributes to wellness and well-being system wide.



- School and Divisional Student Continuum of Supports
- Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice).







# CONTINUUM OF SUPPORTS

[LINKS](#)[Key Insights](#)[Strategic Plan](#)

## GOAL

### Advance the Continuum of Supports

Continue to develop and advance our continuum of support to ensure student success.

## OUTCOMES

- Learners demonstrate understanding and respect for the uniqueness of all learners.
- A robust continuum of supports ensures student success.
- Learning environments are welcoming, caring, respectful and safe.
- Structures and systems support learning and meet the needs of students, families, staff, and communities.
- Learners access continuum of supports.
- Wrap around services and supports enhance conditions required for optimal learning and student well-being.

## INDICATORS

- Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Continuum of Supports is visible and accessible.
- Collaboration with education partners to support student learning and well-being.

## STRATEGIES

**Strategy 1:** Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuum of supports to help students get back on track with their learning.



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**Strategy 2:** Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.

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**Strategy 3:** Inclusive Learning Leads will continue to learn about, develop and support procedures and systems to advance the continuum of supports to promote student learning and well-being.

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**Strategy 4:** Continue to strengthen community partnerships and collaborations to support our students and staff.

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**Strategy 5:** Continue to engage students, staff and parents on strategies that support student success.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- Program Access: Increase in 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: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

---

### Local

- OS-Q (Student Orientation to School Questionnaire): Increase 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 Continuum of Supports
- Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being.
- Students' Matters
- Students' matters support student success by informing the ongoing development of the continuum of supports system wide.



- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)
- Relationships, Utility of School and Extracurricular Activities.
- Evidence that feedback from Staff Advisory and Students' Matters impacts decision making and contributes to wellness and well-being system wide.
- School and Divisional Student Continuum of Supports
- Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice).





# » SUCCESS

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## OUR STORY OF SUCCESS

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking, and global citizenship. 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 the 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.

- [Innovation and Design](#)
- [Learning that Transfers](#)
- [Truth and Reconciliation for Learner Success](#)
- [Indigenous Learning](#)
- [Numeracy and Mathematics Principles in Practice](#)
- [French Immersion Principles in Practice](#)
- [Literacy Principles in Practice](#)
- [FSD Parent Learning Link](#)
- [FSD Student Learning Link](#)



# INNOVATION AND DESIGN

## LINKS

[Key Insights](#)[Strategic Plan](#)[FSD Intellectual Engagement Survey Summary](#)

## GOAL

### **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 competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.

## OUTCOMES

- Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations.
- Learning that transfers.
- Culture of innovation and design.
- Learners are innovative and creative.
- Learners demonstrate the competencies to prepare them for their future.
- Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities.
- Learners are agents of their own learning.
- Learners demonstrate design thinking.
- Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.
- Learners are allowed to live with complex problems over time.

## INDICATORS

- Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.
- Collaboration with community, industry, and education partners to support student success.



- Learners demonstrate transfer of learning.
- High quality learning opportunities and experiences.
- Measures indicate that learners are intellectually engaged in their learning.

## STRATEGIES

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**Strategy 1:** Advance systemic staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of “Maker-centered Learning”, CTF and CTS and within Foothills School Division as a strategy for engagement and future career orientation for students.

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**Strategy 2:** Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students.

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**Strategy 3:** Grow community partnerships that provide students with authentic industry experience and lasting local connections.

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**Strategy 4:** Celebrate learning and success, to tell the story of student growth and achievement while providing evidence for future staff learning.

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**Strategy 5:** Advance the use of myBlueprint as an ePortfolio and career exploration tool.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- Work Preparation: Increase in 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: Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



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**Local**

- Student Intellectual Engagement Survey: Increase in 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).
- myBlueprint: Evidence of advancing use of myBlueprint. Student portfolios demonstrate transfer of learning, career exploration and student agency.
- Learner Profiles: Growth in student achievement in Innovation and Design and competency development.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)





# LEARNING THAT TRANSFERS

LINKS [Key Insights](#)[Strategic Plan](#)

## GOAL

### **Advance learning that transfers**

Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.

## OUTCOMES

- Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum.
- Learners form conceptual understandings.
- Learners are agents of their learning.
- Learners are allowed to live with complex problems over time.
- Deep transferable learning.
- Learners will have high quality learning experiences.
- Students will be well prepared for their future while remaining current and relevant in the local and global contexts.
- Learners apply knowledge, understanding and skills in authentic contexts and situations.
- Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

## INDICATORS

- Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
- Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
- Learners demonstrate transfer of learning.



- High quality learning opportunities and experiences.
- Measures indicate that learners are intellectually engaged in their learning.
- Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

## STRATEGIES

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**Strategy 1:** Advance systemwide understanding of the 3 Principles of Deep and Transferable Learning using the FSD Teacher Guide to Success to provide meaningful learning experiences for each learner.

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**Strategy 2:** Consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

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**Strategy 3:** Advance student success using foundational assessment, evaluation, and reporting principles.

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**Strategy 4:** Advance the use of ePortfolios within the context of assessment, evaluation, and reporting and student growth and achievement.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Lifelong Learning: Increase in percentage of teacher and parent satisfaction 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: Growth and Improvement shown in each area.



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**Local**

- Student Intellectual Engagement Survey: Increase in percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Teacher plans show evidence of the 3 Principles for Deep and Transferable Learning from FSD Teacher Guide to Success.
- School Professional Learning Plans indicate a focus on 3 Principles for Deep and Transferable Learning from FSD Teacher Guide to Success.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)





# **LITERACY AND NUMERACY**

## LINKS

[Key Insights](#)
[Strategic Plan](#)
[The Grade \(Literacy\) Summary](#)
[MIPI \(Numeracy\) Summary](#)
[GB+ \(French Language\) Summary](#)

## GOAL

### **Advance literacy and numeracy**

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

## OUTCOMES

- Learners are literate and numerate.
- Learners have literacy and numeracy competency to engage in learning across content areas.
- Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Balanced literacy and numeracy programming advanced student growth and achievement.
- Learners have high quality learning experiences in literacy and numeracy.
- Learners apply knowledge, understanding and skills in authentic contexts and situations.
- Deep transferable learning.

## INDICATORS

- Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner.
- Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.
- Learners demonstrate transfer of learning.
- High quality learning opportunities and experiences.



## STRATEGIES

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**Strategy 1:** Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement.

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**Strategy 2:** Advance system-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

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**Strategy 3:** Advance the development and application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.

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**Strategy 4:** Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Supports for Students Link, and Supports for Families Link to benefit all stakeholders and increase student growth and achievement.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23

## MEASURES AND TARGETS

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### Provincial

- 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.
  - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- RRST (Reading Readiness in English & French):
  - Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
  - The Castles and Coulheart Reading Test 3 (CC3): Increase in percentage of students in grades 2 and 3 who are able to decode words at or above grade level.
  - Alberta Education Screener: Increase in the percentage of grade 1 students who are able to understand the Number Strand at or above grade level expectations.



- MIPI Math Assessment in English & French): Increase in percentage of students in grades 2 and 3 who scored 50% or more in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

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### Local

- GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- GB+ & DRA (Literacy Assessments in French): Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)







# FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

LINKS

[Key Insights](#)

[Strategic Plan](#)

[First Nations, Métis, and Inuit  
Measures Summary](#)

## GOAL

### **Advance First Nations, Métis, and Inuit student success**

Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and appreciation of Indigenous cultures for all students, staff, and community.

## OUTCOMES

- First Nations, Métis and Inuit learners are successful.
- Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation.
- Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.
- Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation ([Alberta Education Ministerial Order on Student Learning, p.2](#)).
- Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success.



- The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.

## INDICATORS

- Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success.
- All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.
- Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.
- Measures indicate improvements in attendance, achievement, and high school completion.
- Learners share positive experiences and conditions for success.
- Learners experience respectful and reciprocal relationships with their school community.

## STRATEGIES

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**Strategy 1:** Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.

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**Strategy 2:** Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.

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**Strategy 3:** Continue to develop collective capacity to incorporate instructional practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.

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**Strategy 4:** Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance truth and reconciliation for the success of each learner.

**Strategy 5:** Continue to provide a continuum of student supports to promote Indigenous student success.



## MEASURES AND TARGETS

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### Provincial

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

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### Local

- RREST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)
- Attendance: Improvement over time for First Nations, Métis, and Inuit students.





## **TEACHING, LEARNING, AND LEADING**

**LINKS** 

[Key Insights](#)

[Strategic Plan](#)

[Professional Learning  
Survey Summary](#)

### **GOAL**

#### **Advance excellence in teaching, learning, and leading**

through staff growth, development, collaboration, and collective efficacy that results in student success.

### **OUTCOMES**

- Increased success and engagement for all learners.
- Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation.
- Professional learning is aligned to standards of professional conduct and standards of professional practice.
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.
- Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.



## INDICATORS

- Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.
- Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.
- Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
- Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.
- Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

## STRATEGIES

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**Strategy 1:** Focused system learning days advance student success through impactful teacher collaboration and learning.

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**Strategy 2:** Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.

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**Strategy 3:** Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders.

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**Strategy 4:** Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.

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**Strategy 5:** Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning.

\*Strategies continued from 2021-22

\*Strategies revised or added for 2022-23



## MEASURES AND TARGETS

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### Provincial

- In-service jurisdiction needs: 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.

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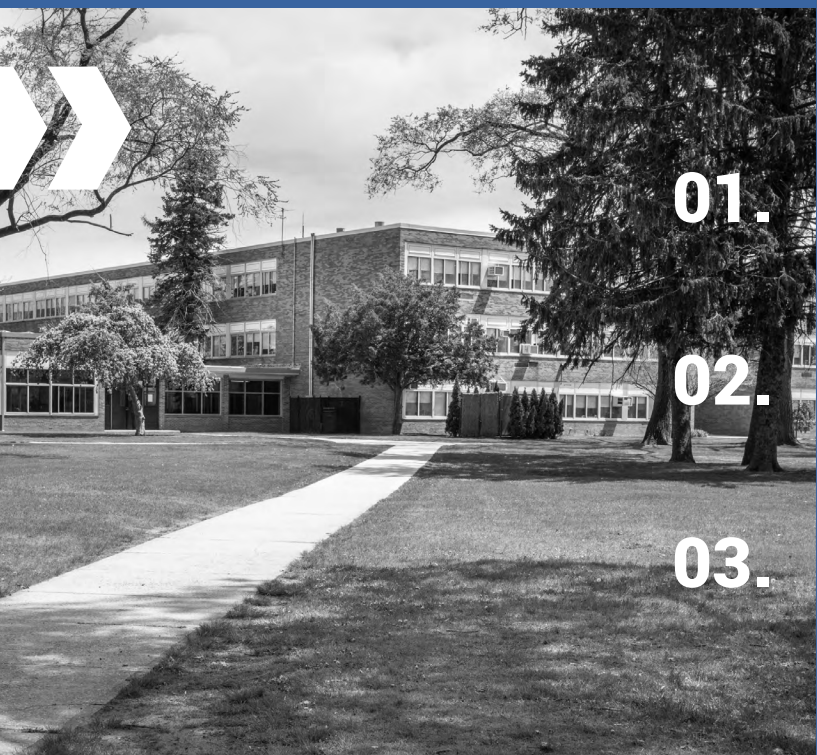
### Local

- 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 that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



# FOOTHILLS SCHOOL DIVISION CAPITAL PLAN 2022

The provincial government determines where, when and how new schools are built. Each year, Foothills School Division is required to submit a Three-Year School Capital Plan to Alberta Education. The plan identifies priorities for new school construction and major modernizations. Our Capital Plan includes:



## » NEW CONSTRUCTION



New 10 – 12 School, 1500 Capacity on  
32nd Street Site Okotoks



New K – 9 School, 900 total capacity on  
D'Arcy Ranch Development Okotoks



New School High River, Configuration  
TBD at Spitzee Crossing Development  
Modernization

## PRIORITIES

- » Cayley School – Cayley
- » Longview School – Longview
- » Turner Valley School – Turner Valley
- » Ecole Senator Riley School – High River
- » C. Ian McLaren School – Black Diamond
- » École Joe Clark School – High River
- » Big Rock School – Okotoks





## OVERALL PRIORITIES FOR CONSTRUCTIONS AND MODERNIZATIONS

10 – 12 School, 1,500 Capacity on 32nd Street Site Okotoks

NEW

K – 9 School, 900 total capacity on D'Arcy Ranch Development Okotoks

NEW

Cayley School – Cayley

School High River, Configuration TBD at Spitzee Crossing Development

NEW

Longview School – Longview

Turner Valley School – Turner Valley

Ecole Senator Riley School – High River

C. Ian McLaren School – Black Diamond

École Joe Clark School – High River

Big Rock School – Okotoks



## BUDGET 2022 - 2023

LINKS

[FINANCIAL REPORTS](#)

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.





# 2021-2024 **EDUCATION PLAN**

*The future is not something we enter.  
The future is something we create.*

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback



[foothillsschooldivision.ca](http://foothillsschooldivision.ca)