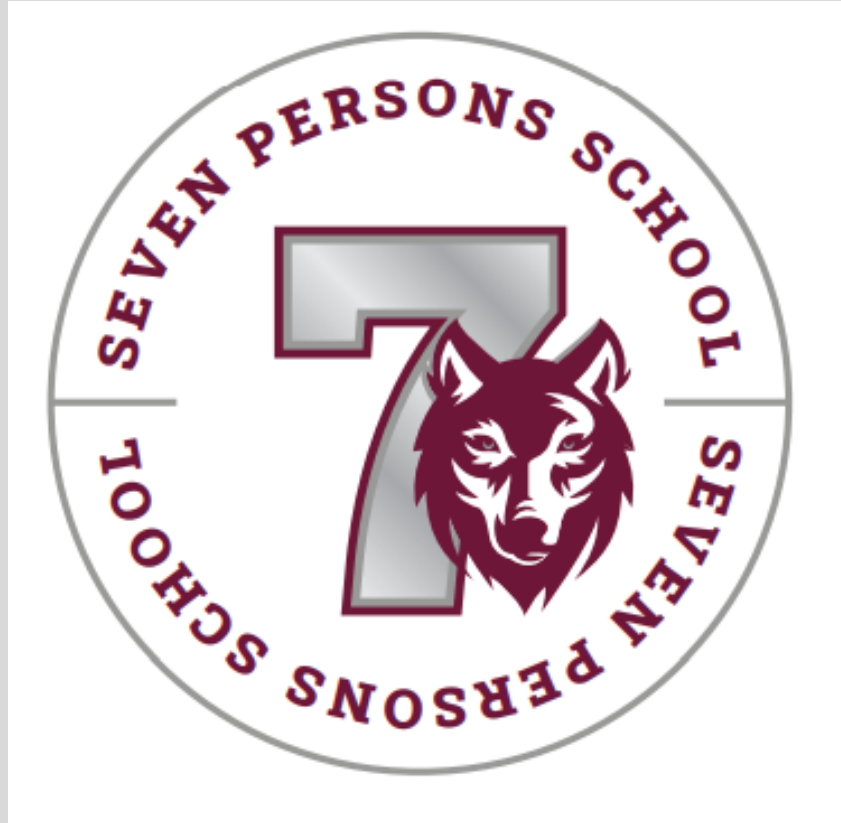


# SEVEN PERSONS SCHOOL



Learning Plan

**2023-2025**

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<https://sevenpersons.myprps.com/>

# **Seven Persons School Land Acknowledgement**

**Seven Persons School acknowledges the Treaty 7 territory; ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation and the Stoney Nakoda First Nation. We acknowledge that this territory is home to the Métis Nation of Alberta, Region 3 within the historical Northwest Métis Homeland. We acknowledge the many First Nations, Métis and Inuit peoples who have lived in and cared for these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We make this acknowledgement as an act of reconciliation and an expression of our gratitude to those whose territory we reside on, or are visiting.**



# Statement of Diversity

Here at Prairie Rose, we foster Diversity, Equity, and Respect. They are at the core of our Vision, Mission, and Values. We are inclusive. All students, staff, parents, and community members should feel cared for. All differences are respected and valued. Prairie Rose Public Schools is committed to creating working and learning environments that foster creativity, promote healthy connections, challenge learners and enable healthy communication to occur for all. We believe that when people feel respected and included, they can be more creative, innovative, successful and positive contributors to their communities.

Note: The Diversity, Equity and Human Rights Committee developed the Diversity Statement for PRPS during the 2022/2023 school year.



## Principal's Message

Welcome to a new year of learning and year 2 of our 3-year strategic plan for our school. As the school leader, I am deeply committed to ensuring that your child's experience at school aligns with their unique needs and instills a passion for learning. I strongly believe in empowering students to actively participate in their educational journey and take charge of meeting their own needs. Each student is an individual with specific requirements, and we are constantly seeking innovative approaches to support their development. Our aim is to provide them with opportunities to discover and nurture their innate and evolving talents throughout their educational path. Our responsibility is to cultivate a growth mindset and equip students with the skills of inquiry and critical thinking, enabling them to navigate their own journey and make informed decisions along the way.

Catherine Usher, Principal

*Catherine Usher*

# School Profile

School Address: 24 3rd AVE. Seven Persons, AB T0K 1Z0

School Phone Number: 403-832-3732



**276**

Student enrollment  
Grades : JK-9



**7**

Self identified First Nations Metis Inuit students



**7**

English language learners (ESL)



**17**

Full-time equivalent certified teachers



**213.5**

Hours



**10**

Number of buses to the school

## Our Vision

**At Seven Persons School, we strive to cultivate a learning community where everyone thrives. Through a combination of setting high expectations and fostering collaborative relationships, both students and staff surpass their own perceived limits and achieve remarkable success.**

## Our Mission

**At Seven Persons School, our mission is to unleash the full potential of our students, staff, and community through the power of agency and real-world learning.**



## Guiding Principles

**At Seven Persons School, we embrace the following guiding principles to foster 21st-century skill development:**

1. **Nurturing Curiosity and Passions:** We cultivate an environment where curiosities and passions are nurtured, encouraging students to explore their interests and develop a love for learning.
2. **Setting High Expectations:** We hold high expectations for all learners, including both students and staff, challenging them to reach their full potential and achieve excellence.
3. **Promoting Well-being and Mental Health:** We prioritize the well-being and mental health of our school community, creating an atmosphere where individuals can flourish and thrive.
4. **Cultivating Creative and Critical Thinking:** We foster creative and critical thinking skills, empowering students to approach challenges with innovative solutions and develop the ability to analyze, evaluate, and solve complex problems.
5. **Embracing Equity and Inclusion:** We foster a culture of equity and inclusion, where diversity is celebrated, and all members of our community are valued and respected.
6. **Deep Engagement and Connection:** We strive to create a learning environment where students feel deeply engaged and connected, forging meaningful relationships and finding relevance in their education.
7. **Tackling Real-World Challenges:** We provide opportunities for students to tackle real-world challenges, applying their knowledge and skills to address authentic issues and make a positive impact on the world around them.
8. **Embracing Indigenous Ways of Knowing:** We honor and embrace Indigenous ways of knowing, integrating Indigenous perspectives, histories, and cultures into our curriculum and school community.
9. **Fostering Teamwork and Collaboration:** We encourage teamwork and collaboration, recognizing that collaboration enriches the learning experience and prepares students for success in the collaborative nature of the 21st-century workforce.
10. **Empowering Student Voice and Choice:** We empower students to influence their learning through voice and choice, ensuring that their unique perspectives and interests are valued and incorporated into the educational process.



# Community Engagement

Summary of how your school engaged community throughout the year.

## Parents and School Council

The voices of students, parents and community drive our school. In collaboration with the School Council, we are able to offer our students a variety of experiences that connect curricular outcomes to real-world experiences. Our Parent Council is also instrumental in ensuring we have a 360 degree picture of the needs of the greater school community.

## Teachers

As the foundation of our school, the teachers at Seven Persons work hard to ensure our students are given a variety of learning opportunities to enhance their growth and development, both academically and as citizens.

## Support Staff

School support staff play an important role in ensuring students are learning in a safe and supportive learning environment. Because students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students as well.

## Students

As far as learners go, when students take part in the school, it is most important to recognize their first duty i.e. learning. Their learning is crucial in order to participate significantly in schools. Education through active student engagement should include specified learning goals, concrete action, and consistent and in-depth reflection.

## Community Groups

In order to engage our students in more experiential learning opportunities, we rely on the ability to utilize the expertise of members of our greater community. Whether it is learning to make sausage at our local Premium Sausage, discuss current events with the Member of Parliament or fishing at a local reservoir, our community welcomes our students to participate in authentic experiences.

# Assurance Framework

## *What is the Assurance Framework?*

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

**Student Growth and Achievement**

**Teaching and Leading**

**Learning Supports**

**Governance**

**Local and Societal Context**

*Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.*

Source: 2022 Funding Manual for School Authorities

# Result Driven Decision-Making

## DOMAIN 1: Student Growth and Achievement

Student Learning Engagement    Excellent    PAT Acceptable    N/A  
Citizenship    Excellent    PAT Excellence    N/A



## DOMAIN 2: Teaching and Leading

Education Quality    Issue



## DOMAIN 3: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments    Excellent  
Access to Supports and Services    Very Good



## DOMAIN 4: Governance

Parental Involvement    Issue



## DOMAIN 5: Local and Societal Context

### Prairie Rose Possibilities

**Grade 4-6 Fine Arts Academy:** students are engaged in learning through music, art, and drama.  
**Outdoor Leadership:** As a Jr. High option, students learn leadership skills through outdoor pursuits.



# PRPS Core Principles

## **Connect**

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

## **Create**

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

## **Communicate**

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

## **Care**

Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

## **Contribute**

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

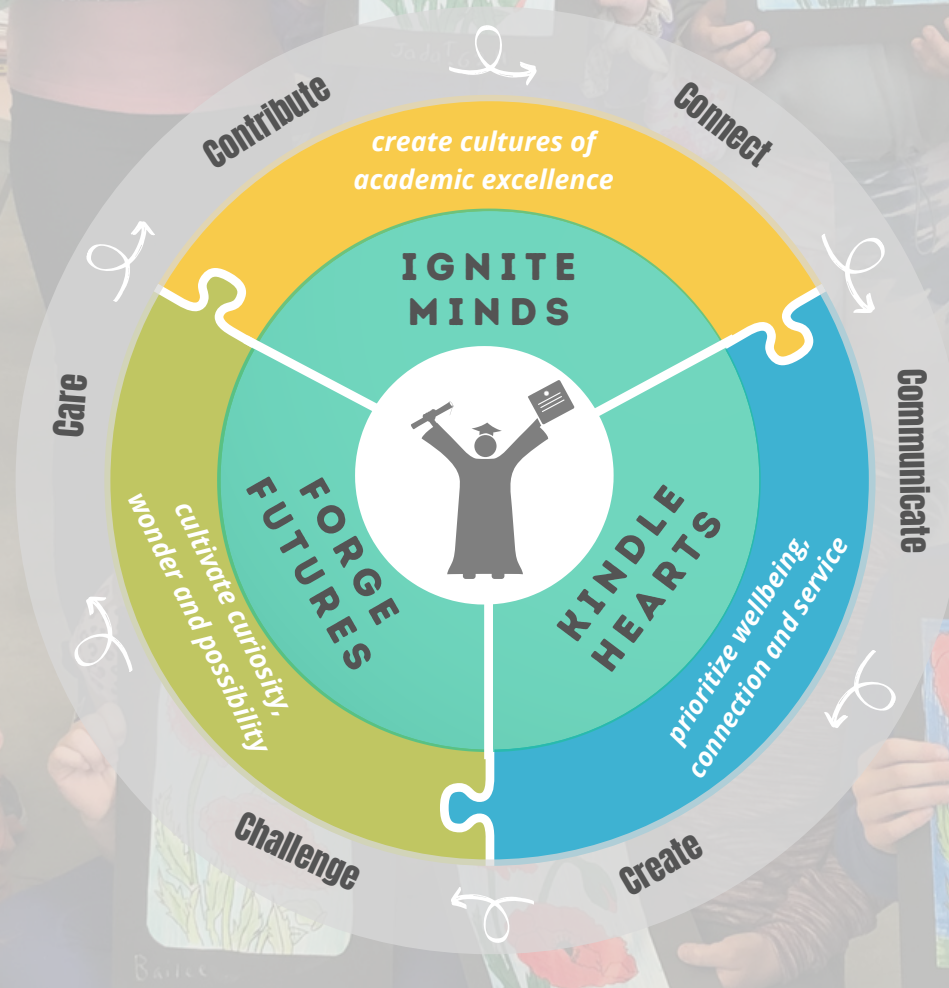
## **Challenge**

Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



# Prairie Rose Public Schools Learning Model

*Ignite Minds Kindle Hearts Forge Futures*



## PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

- Conceptual understanding, deeper learning and transfer are evident in all Prairie Rose classrooms
- Students have the background knowledge they need to be grounded, the scaffolding they need to be supported and the academic courage they need to explore possibilities
- All students have the foundational knowledge in literacy and numeracy from which deeper learning grows
- PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

## PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

- Staff and students take care of themselves and others
- Staff and students contribute to their communities and create belonging
- Environments are cultivated that inspire people to show up as their best selves
- PRPS Core Principles are evident in our culture

## PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

- We offer programs and instruction that stretch what staff and students thought possible and sets PRPS apart
- Students are engaged, motivated and resilient
- Future prospects for PRPS students are abundant
- PRPS Core Principles are evident in the initiatives and endeavors of students and staff
- PRPS provides personalized, place based and multiple pathways to meet the diverse needs of families
- Empower students to be confident communicators in a variety of formats
- Strong partnerships with the families, businesses, nonprofits, and local government in the communities we serve

*The full PRPS Education Plan can be found here: [Link to the Plan](#)*

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# PRPS GOAL 1: IGNITE MINDS

Background: We will ignite minds by creating cultures of academic excellence

## SCHOOL BASED STRATEGIES

**Develop Clear Academic Expectations:** School staff will collaborate to create a comprehensive framework or road map that clearly outlines the academic expectations for all students. This framework will be communicated to students, parents, and all staff members. Strategies may include:

1. **Align with Curricular Outcomes:** Ensure that our academic expectations align with curriculum standards and learning objectives relevant to the subject area or grade level.
2. **Vertical Alignment/Collaborative Approach:** Teachers and administrators will work together in the development process during SI Days. Collaborate to establish consensus on the key knowledge, skills, and competencies students should acquire within specific timeframes.
3. **Break Down Learning Goals:** Break down broader learning goals into specific, measurable, and attainable targets. Clearly articulate the knowledge, skills, and understanding students should demonstrate to meet the expectations. Consider using a scope and sequence document to outline the progression of skills across grade levels.
4. **Be Specific and Observable:** Make expectations specific and observable so that they can be clearly identified and assessed. Use action verbs to describe the desired student outcomes, such as "analyze," "solve," or "demonstrate."
5. **Provide Exemplars:** Share examples of high-quality work that align with the academic expectations. Exemplars serve as benchmarks, providing students with a clear vision of what is expected and assisting them in understanding the level of quality to strive for. Additionally, supplement academic expectations with examples and non-examples to further clarify what is expected and what is not.
6. **Scaffold Learning Progression:** Create a scaffold of learning progression that outlines the sequential steps students need to take to reach the desired level of mastery. Clearly identify prerequisite skills and knowledge necessary for success at each stage.
7. **Review and Revise Regularly:** Academic expectations should be dynamic and responsive to evolving educational needs. Regularly review and revise expectations based on student performance data, feedback from stakeholders, and changes in educational standards.
8. **Professional Development:** Professional development opportunities will be encouraged for teachers to ensure a clear understanding of the academic expectations. Provide guidance on how to align instruction, assessment, and feedback with the established expectations. This work will occur during the PD section of SI days, as well as during monthly staff meetings.
9. **Demonstration of Learning:** When students are given the freedom and time to explore their passions and interests, it allows them to connect with the content on a personal level, leading to a deeper understanding and retention of knowledge. Choice-Based Learning will be supported to promote curiosity, exploration, and self-discovery, as students are encouraged to follow their interests and develop a sense of ownership over their learning journey.
10. **Learning Why:** Teachers will effectively demonstrate and explain the purpose and relevance behind students' learning, enabling them to become motivated and engaged learners. Additionally, they will cultivate a safe and supportive learning environment that encourages students to take risks, embrace mistakes as opportunities for growth, and value constructive feedback. Teachers will incorporate real-world connections and foster a growth mindset in their lessons.
11. **Research:** Teachers will utilize teaching practices that are grounded in research, ensuring that their instructional methods are based on evidence-based strategies that have been proven effective in promoting student learning and achievement. Specifically, UFLI, Science of Reading, Tang Math. Specific strategies using differentiated instruction and formative assessment through specific feedback will be utilized.

# PRPS GOAL 1: IGNITE MINDS

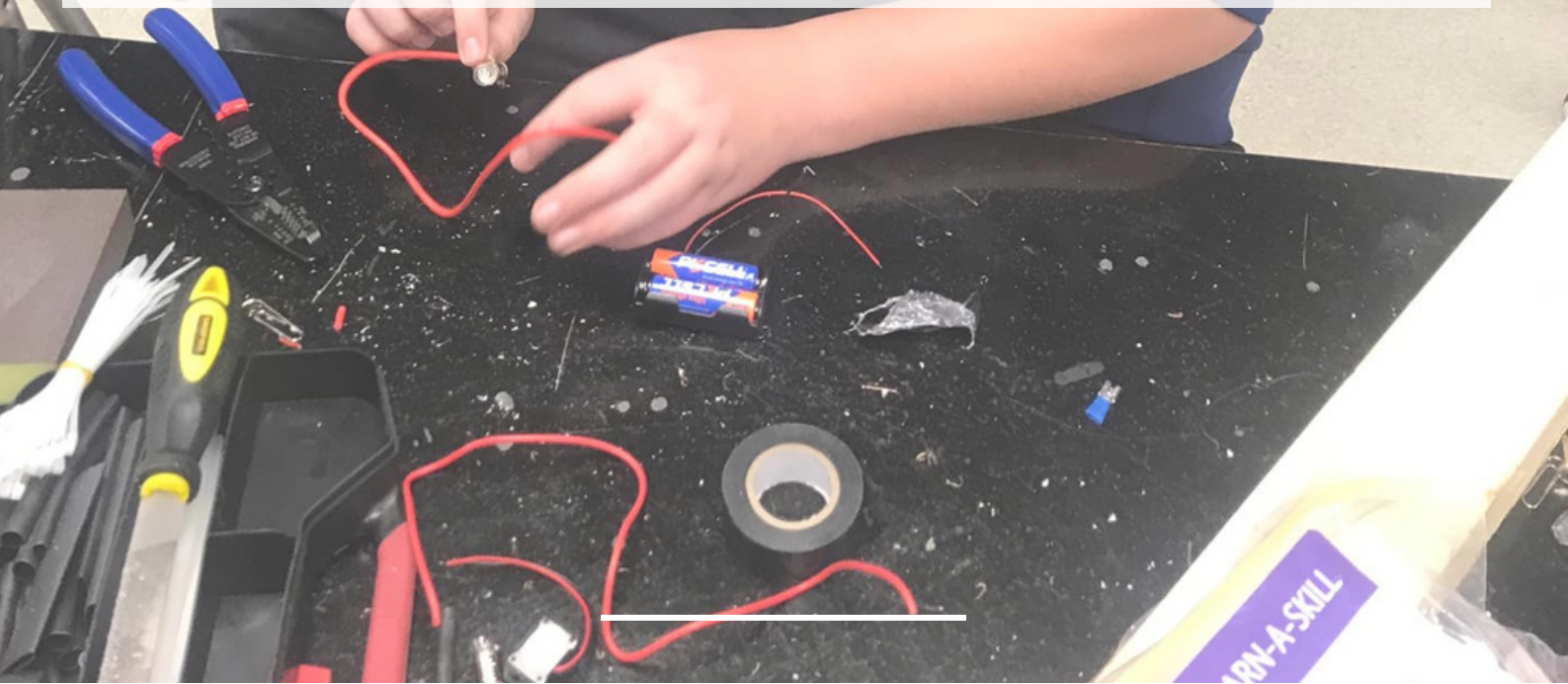
Background: We will ignite minds by creating cultures of academic excellence

## SCHOOL BASED PERFORMANCE MEASURES

To measure a school culture of high expectations, various methods of data collection will be utilized, including:

1. Surveys: Administer surveys to students, parents, teachers, and staff to gather their perceptions and feedback on the school culture. Use Likert-scale or open-ended questions to assess their views on expectations, rigor, support, and overall school climate.
2. Classroom observations: Conduct classroom observations to assess instructional practices and the overall learning environment. Look for evidence of high expectations, engagement, differentiated instruction, and challenging assignments aligned with rigorous standards.
3. Analysis of student work: Review student assignments, projects, and assessments to assess the level of rigor and expectations. Analyze the quality of work, depth of thinking, and alignment with standards and curriculum expectations.
4. Academic performance data: Analyze academic performance data, such as grades, PAT, MAP, LeNs, CC3, and Numeracy test scores, and anecdotal student growth measures, to assess the achievement levels of students. High expectations are often reflected in consistent academic progress and strong performance.
5. Climate surveys: Implement school climate surveys that specifically address expectations, rigor, and high standards. These surveys assess perceptions of the learning environment, teacher-student relationships, and student engagement.

By employing these data collection methods, SPS can gain a comprehensive understanding of our culture of high expectations. The data collected can inform decision-making, identify areas for improvement, and guide the development of strategies to further enhance the school's culture of excellence.



# PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

## SCHOOL BASED STRATEGIES

**CREW** (or Advisory) at SPS is important as it provides a dedicated time and space for students to develop meaningful connections with peers and trusted adults. It creates a supportive environment where students feel valued, understood, and connected, leading to improved social-emotional well-being, academic engagement, and overall school success.

### Strategies to support CREW:

1. **Regular Check-Ins:** Designate time during CREW for students to engage in one-on-one or small group check-ins with their advisory mentor to discuss their social, emotional, and academic well-being.
2. **Community Building Activities:** Incorporate team-building activities, icebreakers, and cooperative games into CREW sessions to foster a sense of belonging and connection among students.
3. **Personal Reflections:** Provide prompts or journaling activities for students to reflect on their personal experiences, goals, and challenges, allowing for self-expression and self-awareness within the CREW setting.
4. **Peer Support:** Encourage students to support and mentor one another within their CREW groups, fostering a culture of empathy, understanding, and collaboration.
5. **Social-Emotional Skill Building:** Integrate social-emotional learning activities and lessons into CREW sessions to enhance students' emotional intelligence, communication skills, empathy, and conflict resolution abilities.
6. **Service-Learning Projects:** Engage CREW groups in service-learning projects that promote community engagement and instill a sense of social responsibility, further strengthening the bonds among students and fostering a shared purpose.
7. **Celebrations and Recognitions:** Create opportunities within CREW to celebrate individual and group accomplishments, milestones, and personal growth, reinforcing a positive and supportive environment.
8. **Personal Goal Setting:** Facilitate goal-setting exercises within CREW sessions, encouraging students to identify and work towards personal, academic, and social goals.
9. **Advisory Mentor Training:** Provide professional development opportunities for advisory mentors to enhance their skills in building relationships, fostering inclusivity, and supporting students' holistic development within the CREW framework.
10. **Parent and Family Engagement:** Involve parents and families in the CREW process through regular communication, family events, and opportunities for parent-mentor interactions, creating a collaborative and supportive network around students.
11. **Cross-Grade Connections:** Organize activities that promote interactions and connections between students from different grade levels within the CREW structure, fostering mentorship, role modeling, and a sense of community.
12. **Reflection and Evaluation:** Regularly assess the effectiveness of CREW sessions through student feedback, mentor observations, and data analysis to continuously improve the program and meet the evolving needs of students.

# PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

## SCHOOL BASED PERFORMANCE MEASURES

- School Climate Survey:
  - measure staff & students' feelings of:
    - safety\belonging\emotional support\opportunities for social-emotional learning (traits of a portrait of a graduate)
  - Pre-survey - September
  - Post-survey - May
- Classroom Observations
  - assess student social-emotional skills
    - visible through students' -
      - emotional expression
      - emotional regulation
      - social interactions
      - problem solving abilities
- HONE
  - measurable improvement from last year and throughout the year.
  - greater staff participation
- Reduction in office referrals for misbehaviour.



# PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

## SCHOOL BASED STRATEGIES

1. As a staff, co-create:
  - a. Defined learning objectives - learning outcomes that guide the project.
  - b. Design assessment criteria around the desired outcomes
    - i. Some data collection strategies could include:
      1. reflective journaling
      2. presentations

2. Spirals of Inquiry - 3 Big Questions will guide the process:

**a. What is going on for our learners?**

- i. Socially
- ii. Emotionally
- iii. Intellectually
- iv. Academically

**b. How do we know?**

**c. Why does it matter?**

Phases in the Spirals of Inquiry - phases will be implemented:

1. - Scanning.
  - 2 - Focusing.
  - 3 - Developing a hunch.
  - 4 - Engaging in new professional learning.
  - 5 - Taking new professional action.
  - 6 - Checking that you've made a big enough difference.
4. Taking our time to engage and work through this process (over the school year), will enable us to understand and clearly define our purpose with steps to ensure success. Quick gains and enduring understandings are the goal.

# PRPS GOAL 3: FORGE FUTURES

Background: Futures will be forged by cultivating wonder and possibilities.

## SCHOOL BASED PERFORMANCE MEASURES

1. Six considerations to creating service learning projects:

- a. **Meaningful service:** Make sure your project addresses a community need.
- b. **Curriculum connections:** Apply academic content to practical tasks so students learn by doing.
- c. **Student leadership:** Help students take ownership of the project.
- d. **Reflection:** Make meaning of the experience.
- e. **Community involvement:** Engage community members throughout.
- f. **Demonstrate and celebrate:** Share the experience with others.

2. Spirals of Inquiry - 3 Big Questions will guide the process:

- a. **What is going on for our learners?**
  - i. Socially
  - ii. Emotionally
  - iii. Intellectually
  - iv. Academically
- b. **How do we know?**
- c. **Why does it matter?**

3. Phases in the Spirals of Inquiry - phases will be implemented:

- 1 - Scanning. 2 - Focusing. 3 - Developing a hunch. 4 - Engaging in new professional learning.
- 5 - Taking new professional action. 6 - Checking that you've made a big enough difference.
4. Taking our time to engage and work through this process (over the school year), will enable us to understand and clearly define our purpose with steps to ensure success. Quick gains and enduring understandings are the goal.

# Supporting First Nations, Métis, Inuit Learners



## SCHOOL BASED STRATEGIES

We acknowledge that as white, colonial settlers, we do not presume to know about Indigenous cultures and ways of knowing but humbly acknowledge the power of these principles to embrace a way to conduct ourselves as human beings.

The Seven Sacred Teachings of many of the Indigenous people will guide our work towards developing our best selves while we work. We are not appropriating these teachings as our own but embracing them to better understand Indigenous teachings and knowledge, our place as white settlers, and a step towards knowing the truth while creating the start of an journey to reconciliation.

**- HONESTY- HUMILITY-TRUTH - WISDOM - LOVE - RESPECT - BRAVERY-**

We will continue to develop relationships with local Indigenous people and forge new relationships with other Elders and Knowledge Keepers. This work will focus on the Truth and Reconciliation Commission's Calls to Action (2015) with respect to the role of education and schools.

# Supporting English as a Second Language Learners



## SCHOOL BASED STRATEGIES

- creating strategies to differentiate lessons to meet the needs of english language learners. (These may also address universal types of practices that support all learners).
- teachers will work with ILT to assess students whose first language is not english, then collaborate to develop some lessons, activities, goals for the student.

# Budgeting Priorities

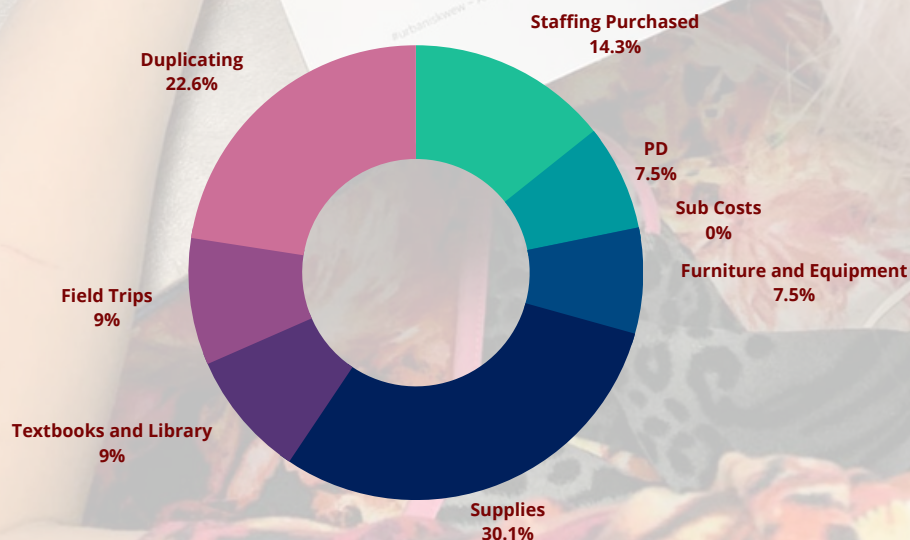
## 2022-2023 Budget Summary

**Seven Persons School** creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources our utilized with the following priorities guiding our budgetary process:

- ✓ Classroom supports
- ✓ Student, staff and community wellbeing
- ✓ Educational opportunities

## Seven Persons School Budget 2023-2024

	Total Amount
Staffing Purchased	\$9 500.00
Professional Development	\$5 000.00
Sub Costs (Central)	\$0.00
Furniture and Equipment	\$5 000.00
Supplies	\$20 000.00
Text Books and Library Books	\$3 000.00
Field Trips	\$3 000.00
Duplicating	\$15 000.00
<b>Total Expenses Budgeted</b>	<b>\$60 500.00</b>



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