

SEVEN PERSONS SCHOOL



Learning Plan

2022-2023

<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 National 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

Diversity increases the breadth and depth of education and is crucial to a full understanding of ourselves and the world around us. A commitment to diversity includes opportunities for honest and open reflection; it is a commitment to the process of becoming more fully human, and to encouraging the unlimited potential of each individual.

Note: During the 2022-2023 school year, a Diversity, Equity and Human Rights Committee will be tasked with developing a new Diversity Statement for PRPS.



Principal's Message

Welcome to a new year of learning and a new 3 year strategic plans for our school. As the school leader, I take my responsibility very seriously of ensuring your child's experience at school meets their individual needs and fosters a love of learning. I believe in empowering students to engage in their learning journey by giving them agency to ensure their needs are met. Every student is an individual with specific needs, and we continue to explore different ways to support their growth. We hope to give them opportunities to explore their innate and evolving talents throughout their journey. Our job is to nurture a growth mindset and to arm students with the tools of discovery and critical thinking, so they can explore their own path, and navigate every decision in between.

Principal, Catherine Usher

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



3

English language learners (ESL)



15

Full-time equivalent certified teachers



213.5

Hours



10

Number of buses to the school

Our Vision

Seven Persons School fosters an environment where everyone is a learner. Setting high expectations along with collaborative relationships, students and staff achieve more than they thought possible.

Our Mission

Seven Persons School's mission is to activate the potential of our students, staff and community through agency and real-world learning.

Guiding Principles

- Curiosities and passions are nurtured
- High expectations exist for all learners (students & staff)
- Well-being & mental health flourish
- Creative & critical thinking drive success
- Equity & inclusion are the norm
- Learners feel deeply engaged & connected
- Students tackle real-world challenges
- Indigenous ways of knowing are embraced
- Teamwork & collaboration enrich learning
- Students influence their learning through voice & choice



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

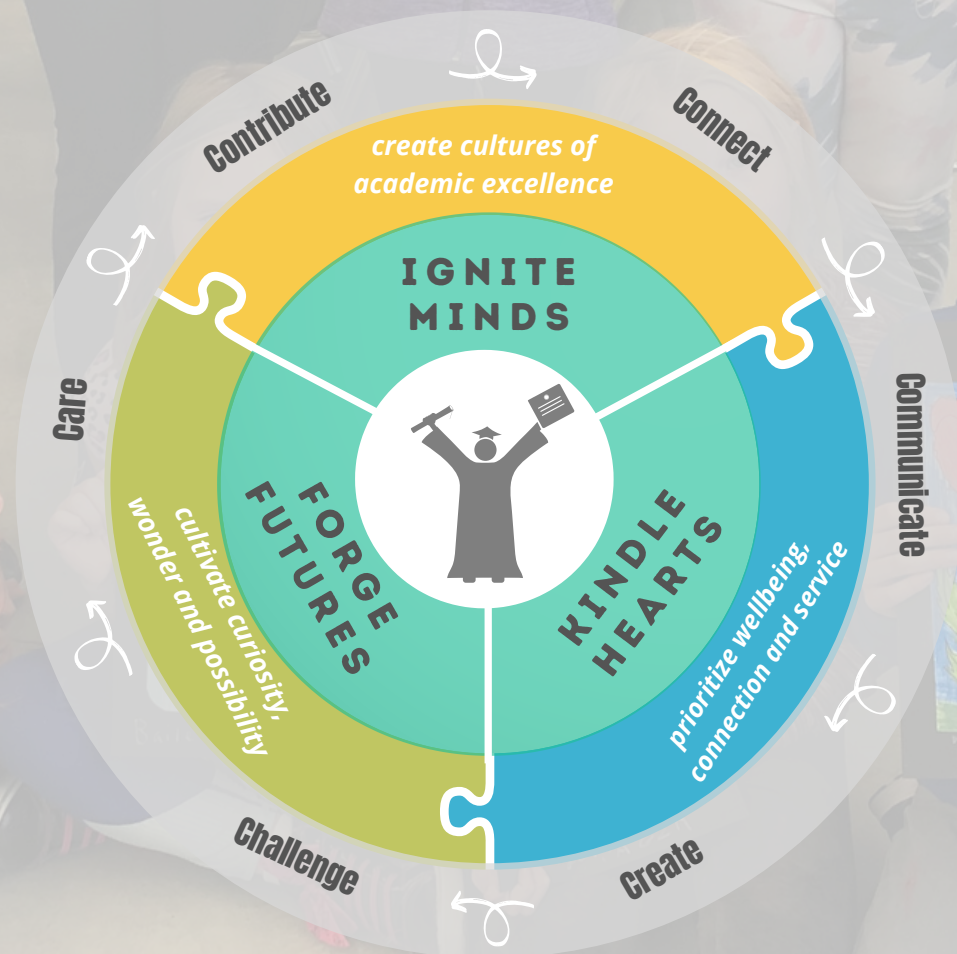
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



Prairie Rose Public Schools Learning Model

At the end of the current school year (2021-2022), the Prairie Rose Public Schools strategic plan will conclude. As a result, consultation this year focused on establishing a new learning model based on what the people we serve envision for the future. This feedback has resulted in refocused Vision and Mission statements, the establishment of six Core Principles and new strategic goals.

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](#)

PRPS GOAL 1: IGNITE MINDS

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

SCHOOL BASED STRATEGIES

1. Collaborative learning walks with teachers. Including charts that showcase pedagogical practices that teachers would like to share with colleagues. Make space and time to ensure these opportunities take place.
2. Learning transfer and conceptual understandings will be developed with authentic, real-world experiences for our students. ie. field trips, junior high options, guest speakers.
3. Goal setting with students to give them voice in their learning and what academic areas they want to improve in. These goals will guide students and support teachers in creating meaningful learning opportunities.
4. Using Student Work protocols with students to support their growth in the iterative process to make their work the best it can be. These protocols will also be used at staff meetings. Teachers will be sign up to use their student work to engage the staff in understanding how the process works and use the expertise of colleagues to take their level of student work to the next or top level.
5. CTF options and K-6 projects will be developed to create opportunities for our students to engage in learning transfer.

SCHOOL BASED PERFORMANCE MEASURES

1. Projects that build learning transference and demonstrate the skills to implement learning into new and novel situations. These projects will be saved and shared among staff.
2. Co-create with staff, students, and the community - a portrait of a learner. Defining the characteristics of an academically successful students and the character traits that embody this image.
3. Develop an instrument/rubric to measure growth of academically successful students.
4. Exhibition of Student Learning - a demonstration of the process and product of student learning and engagement.

PRPS GOAL 2: KINDLE HEARTS

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

SCHOOL BASED STRATEGIES

1. *Seven Sacred Teachings* (Bouchard et al., 2009) will be used to build a healthy learning community and support the well-being of all. The teachings will guide our behaviour and support the development of character within our community.
2. CREW - the first 20 minutes of each day will begin with focusing on mental health, well-being, and creating a community of support and relationships.
 - a. Division I - within each class - class meetings working on the above.
 - b. Division II & III - mixed groups within each division. Students in assigned CREWs will remain together over the 3 years before moving to the next division or High School.
 - c. Use *Respecting Diversity Program* (Katz, 2018) - 9 Lessons to learn about diversity, equity, and inclusion.
3. Intentionally create connections and a sense of belonging across the school.

SCHOOL BASED PERFORMANCE MEASURES

- Staff and students will embody and demonstrate the *Seven Sacred Teachings* in their behaviours, attitudes, and work at/in school.
- Parents/Community members comments - positive behaviours and attitudes will be demonstrable outside of the school (at home and within the community).
- HONE - measurable improvement from last year.
- Observation/Anecdotal comments from staff and students - student behaviour toward each other, with staff, and in the community has noticeably improved.

PRPS GOAL 3: FORGE FUTURES

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

SCHOOL BASED STRATEGIES

1. Service Learning Projects (Created during CREW and supported during monthly Staff Meetings)
 - a. Each Division will work collaboratively to develop a Project that supports our Community in a way that teaches our students to:
 - i. Learn more about their relationship with the communities they engage with
 - ii. Learn more about their capacity for serving others
 - iii. Refine their decision-making abilities and acquire other career-related skills
 - iv. Better understand the meaning of responsible citizenship
 - v. Grow in their awareness of cultural differences
2. Using Spirals of Inquiry (Kaser & Halbert, 2017)
 - a. will guide our work to develop a clear plan/purpose of the work we do at SPS - begin to create a roadmap with periodic targets.
 - b. a collaborative approach, engaging all members of the learning team in creating a clear path to the future of learning.

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

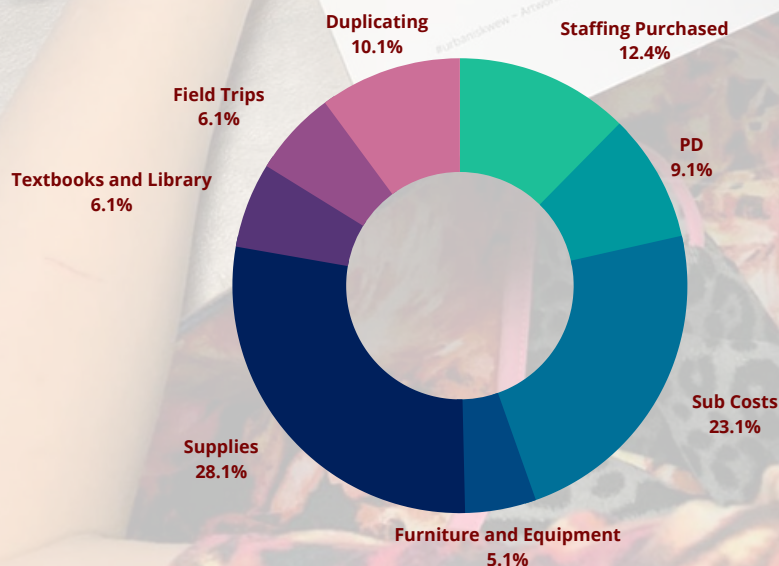
2022-2023 Budget Summary

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 are utilized with the following priorities guiding our budgetary process:

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

Seven Persons School Budget 2022-2023

	Total Amount
Staffing Purchased	\$12 233.00
Professional Development	\$9 000.00
Sub Costs	\$22 848.00
Furniture and Equipment	\$5000.00
Supplies	\$27 800.00
Text Books and Library Books	\$6000.00
Field Trips	\$6000.00
Duplicating	\$10 000.00
Total Expenses Budgeted	\$98 881.00



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