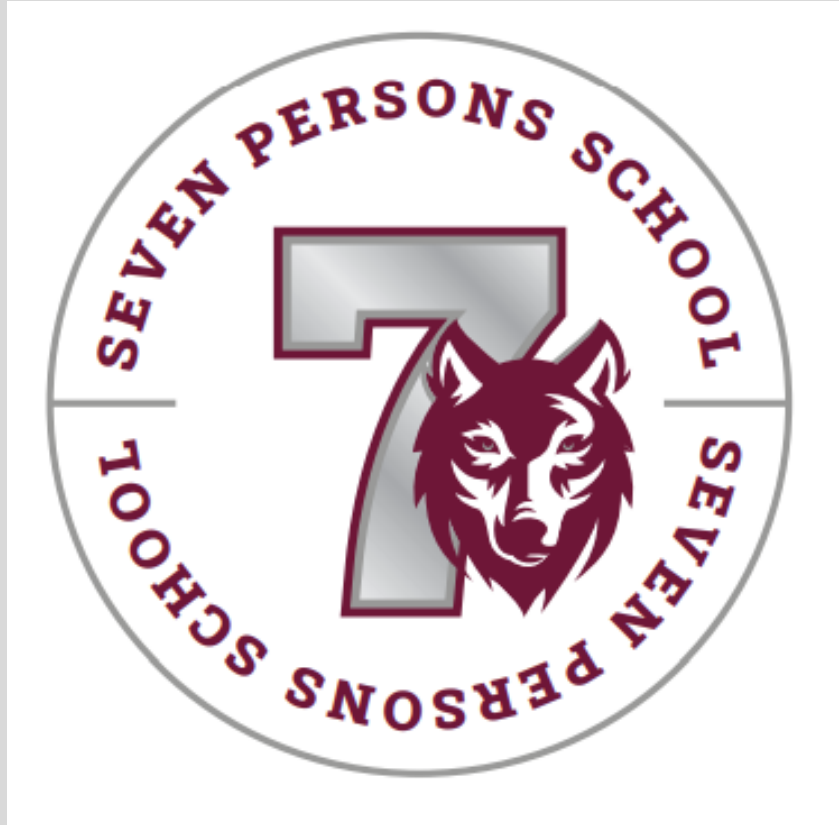


SEVEN PERSONS SCHOOL



Learning Plan

2025-2026

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



We Work, Learn, and Play on Sacred Ground

At Seven Persons School, we respectfully acknowledge that we are on Treaty 7 land, the ancestral and traditional territory of the Blackfoot Confederacy, including the Kainai, Piikani, and Siksika Nations, as well as the Tsuu T'ina and Stoney Nakoda Nations. We also recognize this land as home to the Métis Nation of Alberta, Region 3, within the historic Northwest Métis Homeland. We honor the many First Nations, Métis, and Inuit peoples who have cared for these lands for generations. We are deeply grateful to the Elders and Knowledge Keepers, past and present, who share their wisdom with us. By making this acknowledgement, we express our commitment to reconciliation and extend our gratitude for the opportunity to live, learn, and grow together on this land.



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 2025/2026 school year.

Principal's Message

At Seven Persons School, we are excited to bring our new divisional strategic plan to life in meaningful ways for our students.

One area of focus is deepening instructional excellence through the Five In and Five Out strategy, where teachers across all grade levels and subjects will collaborate to build vertical and horizontal curriculum maps. By examining student work samples, identifying levels of mastery, and designing assessments that move learning forward, we ensure our instruction is targeted, responsive, and aligned with the outcomes our students deserve.

Equally important, our plan highlights the cultivation of Positive Childhood Experiences (PCEs), recognizing their proven role in protecting against adversity and fostering lifelong well-being. At Seven Persons School, we are intentionally creating opportunities for students to feel connected, supported, and inspired—whether through meaningful traditions, friendships, or relationships with caring adults. By combining rigorous academic growth with a culture that prioritizes belonging, we are preparing our students not only to succeed in school but also to thrive in life.

Catherine Usher, Principal

School Profile

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

School Phone Number: 403-832-3732



269

Student enrollment
Grades : JK-9



9

Self identified First Nations Metis Inuit students



3

English language learners (ESL)



15

Full-time certified teachers

4

Part-time certified teachers



317.5

Support Staff Hours



9

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 relevant skills:

1. **Nurturing Curiosity and Passions:** We encourage students to explore their interests and develop a love for learning.
2. **Setting High Expectations:** We challenge students and staff to reach their full potential and achieve excellence.
3. **Promoting Well-being and Mental Health:** We prioritize the well-being of our community, creating a supportive environment.
4. **Cultivating Creative and Critical Thinking:** We empower students to solve problems with innovative and analytical approaches.
5. **Embracing Equity and Inclusion:** We celebrate diversity, ensuring all community members are valued and respected.
6. **Deep Engagement and Connection:** We foster meaningful relationships and relevant educational experiences.
7. **Tackling Real-World Challenges:** We enable students to apply their knowledge to address real-world issues.
8. **Embracing Indigenous Ways of Knowing:** We integrate Indigenous perspectives into our curriculum.
9. **Fostering Teamwork and Collaboration:** We promote collaboration to enhance learning and prepare students for the workforce.
10. **Empowering Student Voice and Choice:** We value student perspectives and incorporate their interests 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.

www.myprps.com

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.

Result Driven Decision-Making

DOMAIN 1: Student Growth and Achievement

Student Learning Engagement • Excellent PAT Acceptable Above provincial average
Citizenship • Acceptable PAT Excellence Above provincial average

DOMAIN 2: Teaching and Leading

Education Quality • Excellent

DOMAIN 3: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments • Issue
Access to Supports and Services • Acceptable

DOMAIN 4: Governance

Parental Involvement • Acceptable

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.
Shop: Our junior high shop provides students with hands-on opportunities to explore the basics of construction, mechanics, and welding while building practical skills and confidence.
Nature Kindergarten: Children spend time outdoors, engaging in play and learning activities in natural environments to foster development and a connection with nature.

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.

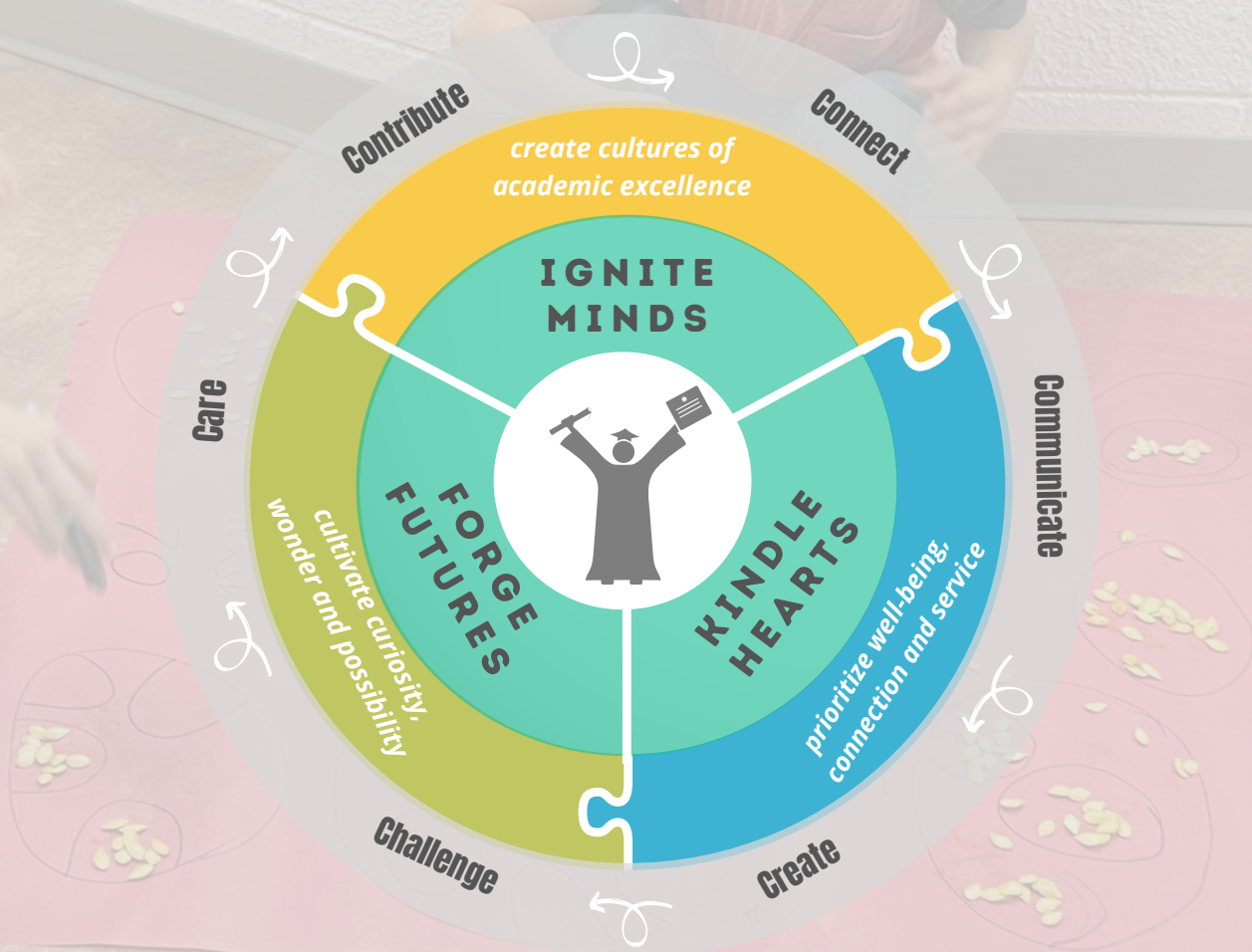
Challenge

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: School staff will intentionally design classroom experiences to include positive childhood experiences

Positive Childhood Experiences (PCE's) act as an inoculation against adult adversity and can help counter the impact of Adverse Childhood Experiences (ACES). Further, PCE's are foundational to optimal childhood development and to adults who thrive (Bethall et al, 2019) and schools can have an instrumental impact in ensuring PCE exposure.

PRPS GOAL 1: IGNITE MINDS

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

SCHOOL BASED STRATEGIES

Strategy 1: Vertical Curriculum Mapping using student work samples

Vertical and horizontal curriculum maps using the Five In and Five Out strategy will be created by teachers across grade and subject levels in every PRPS school. Student work samples will be collected and examined for degree to which outcomes are demonstrated. Instructional steps to improve student work to the next level of mastery will be identified and will include the development of assessments. This strategy is in response to the divisions previous AERR results and designed to ensure continuous improvement.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

Strategy 2: Use case study method to examine & drive instructional practice

The Harvard case study method will be used to articulate classroom conundrums to help school staff solve academic achievement problems of practice. Colleagues will discuss problems of practice in subject matter groups to design exceptional learning environments for students.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments

Strategy 3: Instructional rounds will be used to improve student academic outcomes

Instructional rounds will be implemented to increase teacher collaboration and to leverage collective strengths to improve student academic achievement.

Measures: LENS, CC3, numeracy assessments, PAT's, Diplomas, teacher, school and division assessments



PRPS GOAL 1: IGNITE MINDS

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

SCHOOL BASED PERFORMANCE MEASURES

1. Evidence of Student Learning
 - a. Pre/post student work analysis: Compare samples of student work from before and after targeted instructional steps are implemented to look for growth in mastery of specific outcomes. This will be done during specific teacher collaboration time.
 - b. Achievement gap reduction: Track whether strategies help narrow gaps between different groups of students (e.g., by grade level, demographic, or achievement band).
2. Instructional Consistency and Alignment
 - a. Curriculum alignment checks: Review curriculum maps for evidence that essential outcomes (Five In and Five Out) are consistently planned and taught across classrooms and grade levels.
 - b. Cross-grade calibration meetings: SI Day sessions where teachers evaluate student work together to ensure consistent expectations across grade levels and subjects.
3. Teacher Practice and Collaboration
 - a. Teacher self-reflection surveys: Ask teachers to reflect on how curriculum mapping and analyzing student work have influenced their instructional decisions.
 - b. Observation data: Track evidence of instructional adjustments (based on identified next steps) through classroom walk-throughs - school leaders and learning walks.
 - c. Student Readiness Tracker: Designed to give teachers a clear picture of whether students begin a grade or course with the essential "5 In" skills and to monitor their growth toward mastery of the "5 Out" skills. It supports early identification of learning gaps and provides a structured way to plan targeted instruction and interventions, ensuring every student builds the foundation needed for success.
4. Instructional Practice Shifts - Use observation notes and teacher reflections to identify whether new strategies discussed in rounds are being applied in classrooms.
5. Collective Problem-Solving - Evaluate the quality and frequency of common themes or challenges identified during rounds and the actionable steps developed.

PRPS GOAL 2: KINDLE HEARTS

SCHOOL BASED STRATEGIES

Goal

Seven Persons School is committed to intentionally cultivating Positive Childhood Experiences (PCEs) by designing exceptional learning experiences that capitalize on community partnerships, facilitate expert skill development, and build conceptual transfer. Through deep respect for student strengths and responsive instruction, future prospects are enhanced. The division will focus on four key PCEs:

1. Students enjoy participating in community traditions.
2. Students feel a sense of belonging in school.
3. Students feel supported by friends.
4. Students have at least two non-parent adults who take a genuine interest in them.

Strategies:

Students will –

1. Enjoy participating in community traditions.
 - Integrate local and cultural traditions into school life.
 - Invite families to share traditions in classrooms and events.
 - Celebrate participation through displays and school media.
2. Feel a sense of belonging in school
 - Build belonging through CLANS, CREW, and school-wide events such as spirit days.
 - Showcase student work throughout the school.
 - Use family groups and surveys to strengthen and monitor belonging.
3. Feel supported by friends
 - Teach and practice friendship and empathy skills, using the Second Step SEL program, DESSA to measure SEL growth, small group work with our Mental Health Capacity Building Project lead, individualized support with our SWC (student wellness coordinator).
 - Create structured peer activities and mentoring opportunities.
 - Recognize peer support and monitor isolated students.
4. Have at least two non-parent adults who take genuine interest to ...
 - Ensure each student connects with two caring adults.
 - Engage all staff in building authentic relationships.
 - Encourage staff involvement in extracurriculars and student interests.

Success Indicators

1. Students can identify traditions they have participated in and enjoyed at school.
2. Students report feeling a stronger sense of belonging in school.
3. Students can name friends they feel supported by.
4. Each student can name at least two non-parent adults in the school who show genuine interest in them.
5. Staff consistently use the language of PCEs in conversations and learning environments.
6. PCEs are posted and referenced in every classroom and common space.

Measures of Success

- Student surveys aligned to the four focus PCEs.
- Anecdotal evidence: Stories and feedback from students, staff, and families.
- Staff tracking: Frequent check-ins ensuring every student has two adult connections.
- Event participation: Documentation (written & visual) of student engagement in traditions and community events.
- School artifacts: Visible displays, celebrations, and rituals that reflect belonging and PCEs.

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

Teachers will collaborate with the Learning Support Teachers (LSTs) to assess the strengths and needs of students whose first language is not English.

Based on this information, teachers will design:

- differentiated lessons
- scaffolded activities
- individualized goals

all that promote both language development and content mastery.

Strategies:

- visual supports
- sentence frames
- vocabulary pre-teaching
- structured oral language practice.

While tailored to English language learners, these practices also enhance accessibility and engagement for all students.

Success Indicators may include:

1. Student Progress in Language Skills - observable growth in listening, speaking, reading, and writing proficiency in english.
2. Academic Achievement - ESL students demonstrate progress toward grade-level learning outcomes in content areas.
3. Engagement and Participation - increased active participation in classroom discussions and activities by ESL students.
4. Effective Differentiation - lessons, activities, and assessments reflect intentional scaffolds and supports for language development.
5. Teacher Collaboration - evidence of consistent planning and reflection with the LSTs to adjust strategies for individual students.
6. Universal Impact - observed improvements in engagement, comprehension, and performance among all students as a result of inclusive practices.

Budgeting Priorities

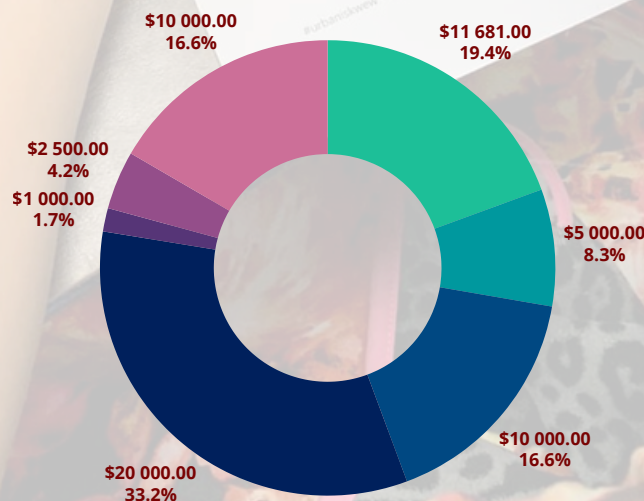
2024-2025 Budget Summary

Seven Persons School creates a budget in alignment with division priorities to drive academic excellence, social and emotional well-being 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 well-being
- ✓ Educational opportunities

Seven Persons School Budget 2024-2025

	Total Amount
Staffing Purchased	\$11 681.21
Professional Development	\$5 000.00
Sub Costs (Central)	\$0.00
Furniture and Equipment	\$10 000.00
Supplies	\$20 000.00
Text Books and Library Books	\$1 000.00
Field Trips	\$2 500.00
Duplicating	\$10 000.00
Total Expenses Budgeted	\$60 181.21



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