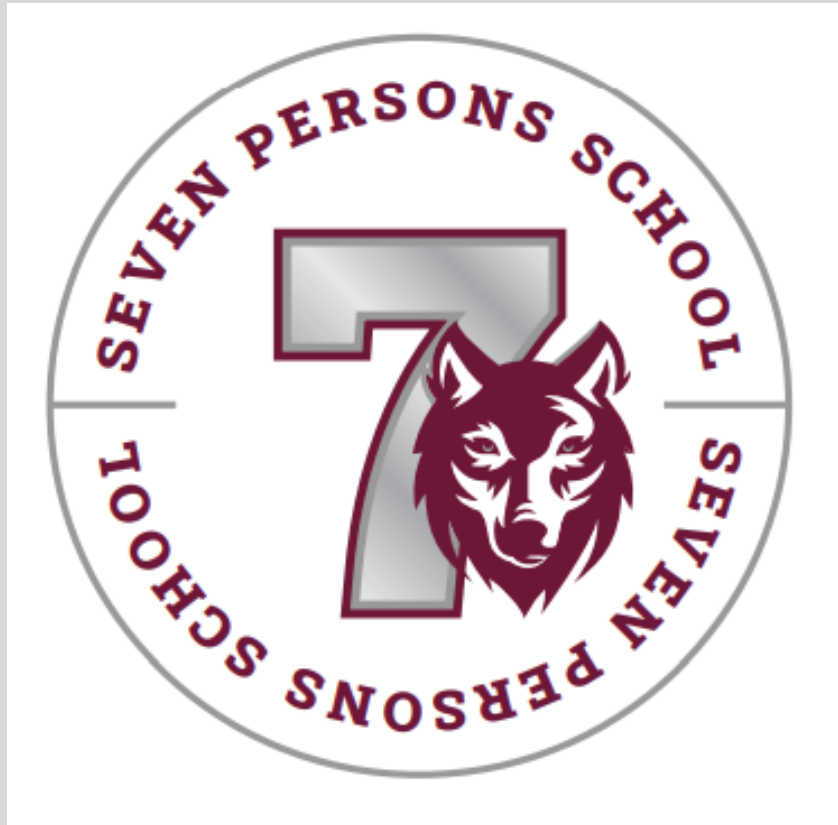


SEVEN PERSONS SCHOOL



Learning Plan

2024-2025

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

Seven Persons School Land Acknowledgement

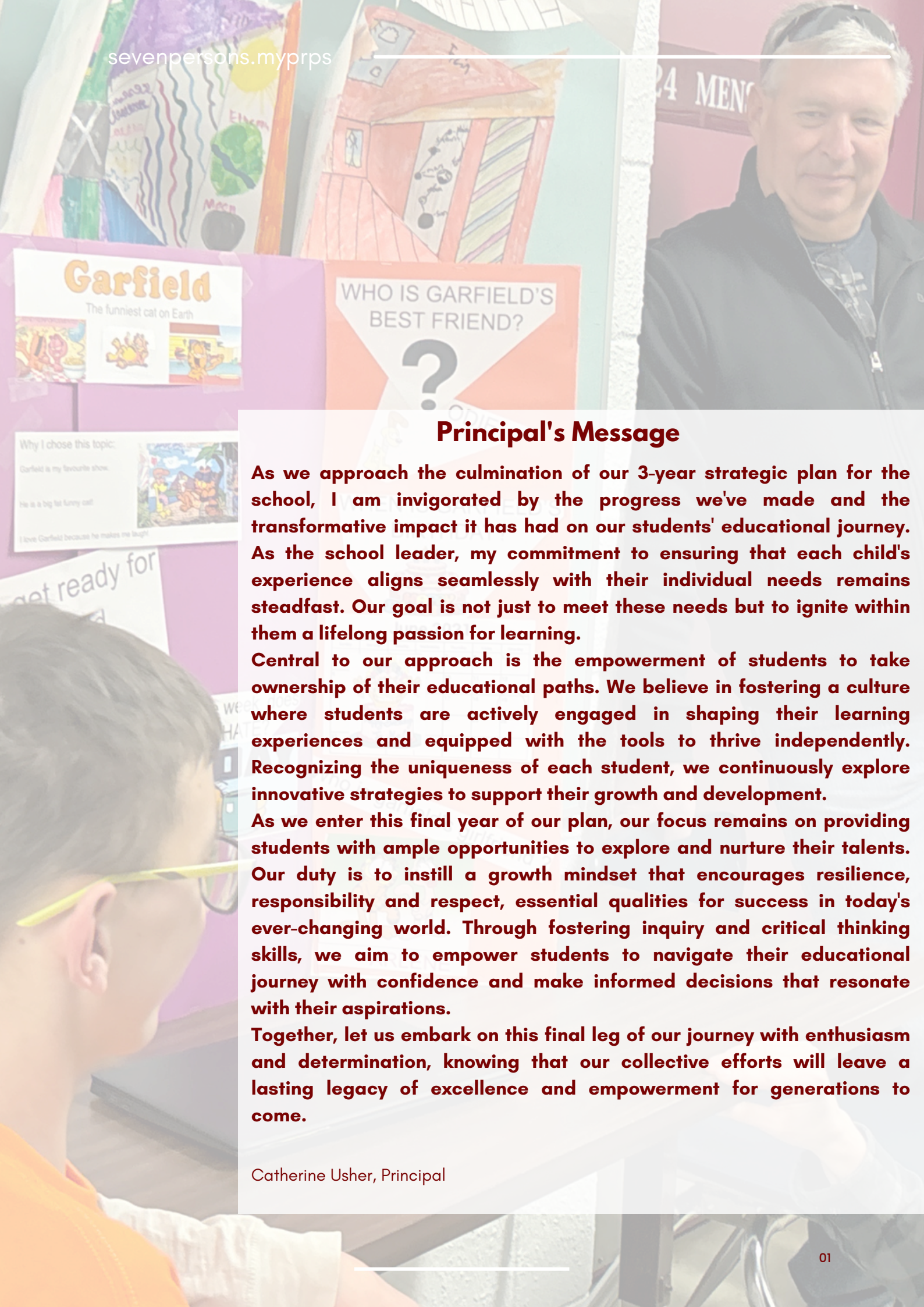
Seven Persons School acknowledges the Treaty 7 territory; ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika as well as the Tsuu T'ina First Nation and the Stoney Nakoda First Nation. We acknowledge that this territory is home to the Métis Nation of Alberta, 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.

The background of the page features a photograph of children from behind, holding a chain-link fence. Orange ribbons are tied to the fence, some with small drawings. On the left side, there is a large, stylized graphic of a hand in shades of orange and black. The overall scene is bright and outdoors.

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

As we approach the culmination of our 3-year strategic plan for the school, I am invigorated by the progress we've made and the transformative impact it has had on our students' educational journey. As the school leader, my commitment to ensuring that each child's experience aligns seamlessly with their individual needs remains steadfast. Our goal is not just to meet these needs but to ignite within them a lifelong passion for learning.

Central to our approach is the empowerment of students to take ownership of their educational paths. We believe in fostering a culture where students are actively engaged in shaping their learning experiences and equipped with the tools to thrive independently. Recognizing the uniqueness of each student, we continuously explore innovative strategies to support their growth and development.

As we enter this final year of our plan, our focus remains on providing students with ample opportunities to explore and nurture their talents. Our duty is to instill a growth mindset that encourages resilience, responsibility and respect, essential qualities for success in today's ever-changing world. Through fostering inquiry and critical thinking skills, we aim to empower students to navigate their educational journey with confidence and make informed decisions that resonate with their aspirations.

Together, let us embark on this final leg of our journey with enthusiasm and determination, knowing that our collective efforts will leave a lasting legacy of excellence and empowerment for generations to come.

Catherine Usher, Principal

School Profile

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

School Phone Number: 403-832-3732



278

Student enrollment
Grades : JK-9



7

Self identified First Nations Metis Inuit students



5

English language learners (ESL)



15

Full-time certified teachers

3

Part-time certified teachers



236

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.

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
Citizenship Excellent

PAT Acceptable Above provincial average
PAT Excellence Above provincial average

DOMAIN 2: Teaching and Leading

Education Quality Excellent

DOMAIN 3: Learning Supports

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

DOMAIN 4: Governance

Parental Involvement Excellent

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.

Nature Kindergarten: NEW 2024/25 - 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

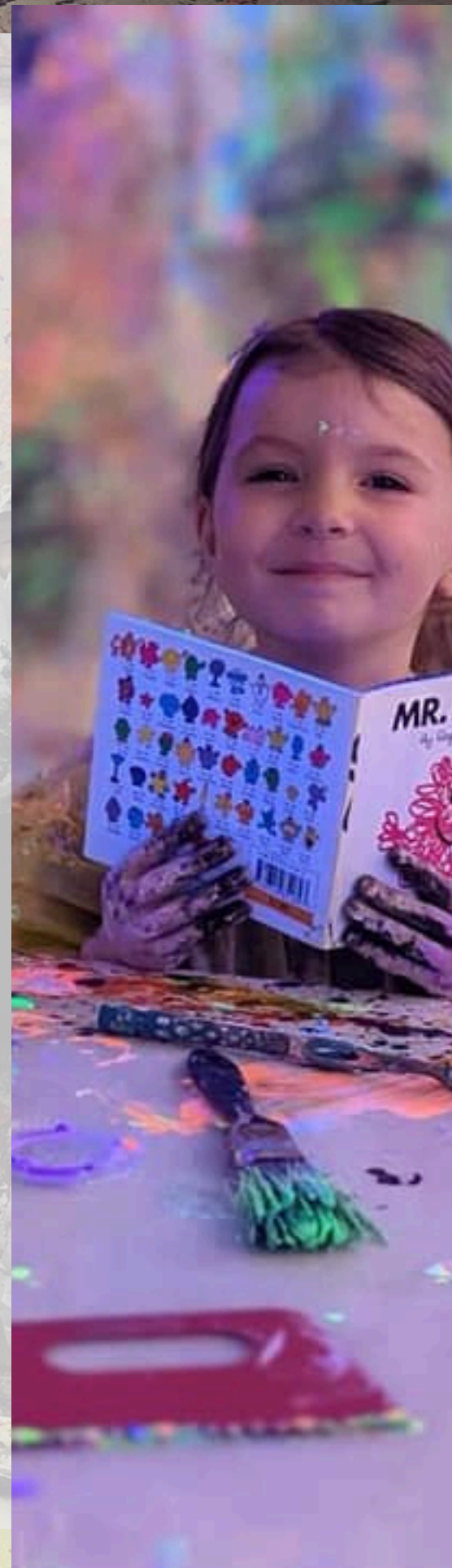
Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

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.

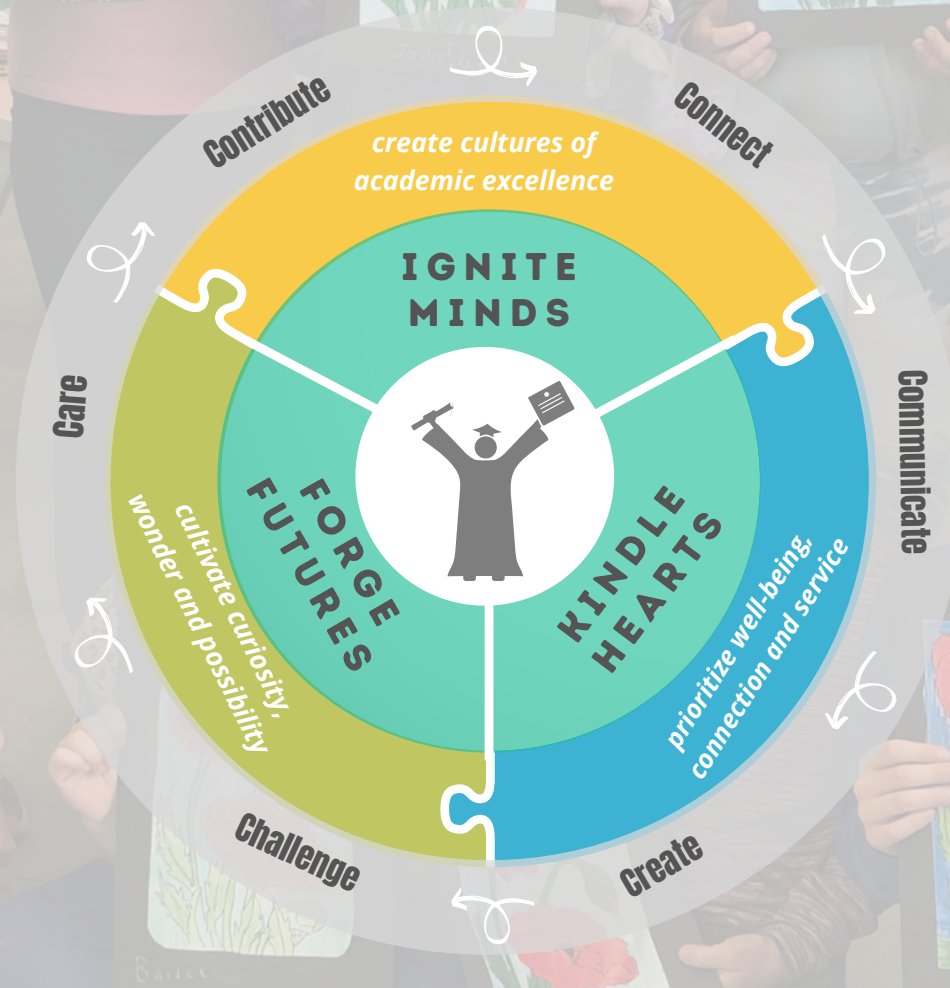
Challenge

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: We will kindle hearts by prioritizing well-being, 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

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. Students will set academic and academic mindset (behaviour) goals at the beginning of the year and they will be
2. Vertical Alignment/Collaborative Approach: Teachers and administrators will work together to establish consensus on the key knowledge, skills, and competencies students should acquire within specific timeframes.
3. Create Contracts with Students
 - a. Students enter into a contract regarding their goals, an understanding of academic excellence, and the behaviours that align with a student of high academic and social integrity.
 - b. Parents will sign the contract, acknowledging the goals and providing a plan to support their student in achieving the goals.
 - c. Contract and goals, will be reviewed at reporting periods.
4. Create Exemplars: Staff will create and share examples of high-quality work that align with our 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
5. 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.
6. 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.
7. Professional Development:
 - a. building student leaders
 - b. effective goal setting with students
8. Continuity of literacy and numeracy strategies:
 - a. UFLI, Tang Math, The Writing Revolution
9. Continuity of supports:
 - a. ILT interventions, small group supports with EAs, teachers have release time to support in other classrooms,
10. Making Learning Public:
 - a. Exhibition of Learning
 - b. Social Media
 - c. See Saw
 - d. Google Classroom

PRPS GOAL 1: IGNITE MINDS

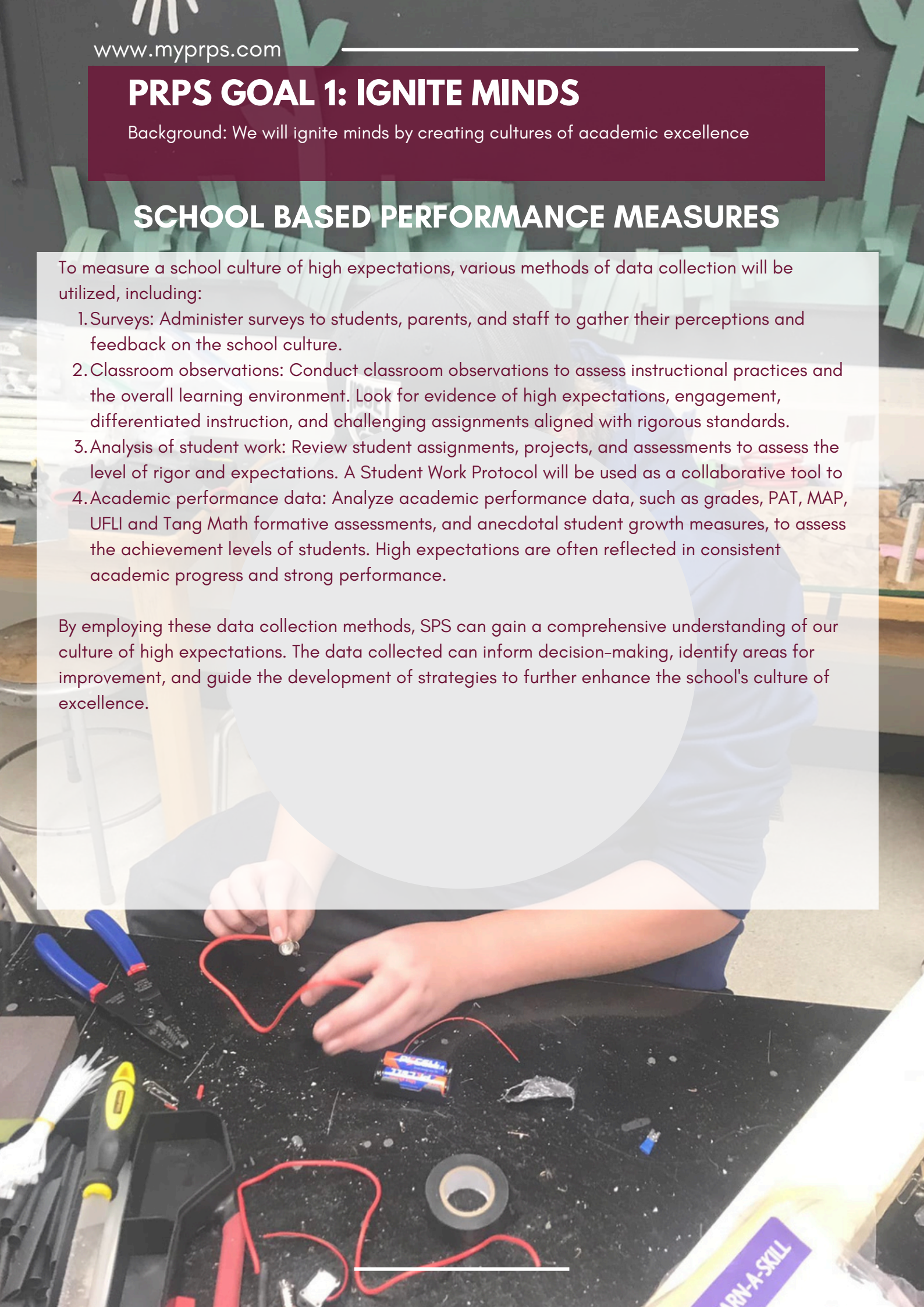
Background: We will ignite minds by creating cultures of academic excellence

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, and staff to gather their perceptions and feedback on the school culture.
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. A Student Work Protocol will be used as a collaborative tool to
4. Academic performance data: Analyze academic performance data, such as grades, PAT, MAP, UFLI and Tang Math formative assessments, and anecdotal student growth measures, to assess the achievement levels of students. High expectations are often reflected in consistent academic progress and strong performance.

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 well-being, belonging and service.

SCHOOL BASED STRATEGIES

1. **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. **Community Building Activities:** Incorporate team-building activities, icebreakers, and cooperative games into CREW sessions to foster a sense of belonging and connection among students.
2. **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.
3. **Peer Support:** Encourage students to support and mentor one another within their CREW groups, fostering a culture of empathy, understanding, and collaboration.
4. **Social-Emotional Skill Building:** Integrating the *Second Step* program into CREW, together with the 7 Sacred Grandfather Teachings
5. **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.
6. **Celebrations and Recognitions:** Create opportunities within CREW to celebrate individual and group accomplishments, milestones, and personal growth, reinforcing a positive and supportive environment.
7. **Personal Goal Setting:** Facilitate goal-setting exercises within CREW sessions, encouraging students to identify and work towards personal, academic, and social goals.
8. **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.
9. **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.
10. **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 well-being, 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
- Reduction in office referrals for misbehaviour.



PRPS GOAL 3: FORGE FUTURES

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

1. **Prioritizing Well-being:**

- **Mindfulness & Mental Health:** Regular mindfulness sessions, in CREW and AHS Mental Health Capacity Building Project and, if applicable, FSLW check-ins for students and staff.
- **Well-being in Curriculum:** Embed social-emotional learning (SEL) in daily lessons.
- **Physical Wellness:** Encourage physical activity with school walks, yoga, and sports.
- **Staff Well-being:** Offer professional development days focused on mental health and self-care.

2. **Fostering Belonging:**

- **Buddy System:** Pair isolated or disconnected students with a staff member for support. (2X10 strategy)
- **Inclusive Teaching:** Ensure classrooms reflect diverse learning styles and perspectives.
- **Belonging Initiatives:** Create spaces like a "Instagram Wall" to highlight school community stories and achievements.
- **Clans:** All of the students, from K-9, will be divided into 'Houses', where they will work together on a variety of school initiatives to win 'points', creating a more connected school community.

3. **Encouraging Service:**

- **Service Learning:** Integrate community service projects into the curriculum.
- **Student Leadership:** Provide roles for students to lead and organize service initiatives.
- **Volunteer Days:** Establish annual school-wide service days.
- **Recognizing Service:** Highlight service efforts in assemblies, newsletters, and displays.
- **Community Partnerships:** Work with local organizations to offer service opportunities.

4. **Culture of Care:**

- **Gratitude Culture:** Foster appreciation with "thank you" notes and peer recognition.
- **Safe Spaces:** Create designated areas for students to retreat when needed.
- **Restorative Practices:** Use restorative justice to build a culture of empathy and understanding.

This approach nurtures a school environment where well-being, belonging, and service thrive.

PRPS GOAL 3: FORGE FUTURES

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

SCHOOL BASED PERFORMANCE MEASURES

1. Well-being:

- **Surveys & Self-Assessments:** Administer surveys to students and staff to gauge emotional well-being, stress levels, and overall satisfaction. DESSA SEL, developed for Second Step SEL program, assessments will be used.
- **Attendance & Behavior Data:** Track attendance, lates, and behavioral incidents as indicators of student engagement and well-being.
- **FSLW Referrals & Utilization:** Monitor the number of students accessing FSLW services, as well as the frequency of check-ins.

2. Belonging:

- **Sense of Belonging Surveys:** Add to the well-being surveys to assess whether students feel included and valued in the school community.
- **Participation in Clubs & Activities:** Track participation rates in student-led clubs, extracurricular activities, and events that promote belonging in the school community.
- **Peer Interaction Observations:** Conduct classroom and recess observations to assess social interactions and inclusivity among students.

3. Service:

- **Service Participation Rates:** Measure student involvement in service learning projects, volunteer days, and leadership roles.
- **Community Feedback:** Solicit feedback from community partners or organizations benefiting from school service initiatives.
- **Reflection Logs:** Have students complete reflection journals or essays about their service experiences and personal growth.

4. Other:

- **Restorative Justice Outcomes:** Track the resolution of conflicts and reduction in disciplinary actions through the use of restorative practices.
- **Achievement & Engagement Data:** Examine academic performance and engagement to see if well-being and belonging initiatives positively impact learning outcomes.

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

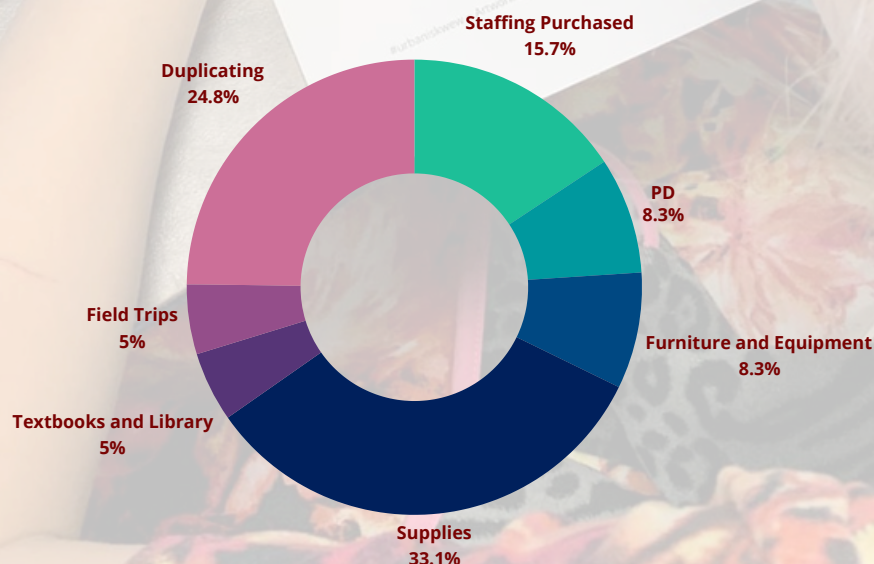
2023-2024 Budget Summary

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	\$12 500.00
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	\$5 000.00
Field Trips	\$5 000.00
Duplicating	\$15 000.00
Total Expenses Budgeted	\$67 500.00



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