

Millarville Community School Education Plan

Our Education Plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support and success of each learner.

Follow Links to:

[School Annual Education Results Report](#)

[School Website](#)

About our School

Millarville Community School (MCS) serves an area of approximately four hundred square kilometers. Each year, between one hundred and seventy and two hundred students attend MCS for Kindergarten through Grade 8. Our school is made up of four sections: the old school (where K-4 is taught), the main core (housing the library and offices), Erin's Wing (Grades 5-8), and the Stars Gymnasium (opened in 2001). The oldest part of the school dates back to its relocation here from another site situated to the west in 1951 (newly renovated in 2008). Our neighbour and partner, Rancher's Hall, is owned by our local Sports Association and is where our pre-school (4 year olds) and the play school (moms and tots) meet during the week. The school has always been a community centre, hosting many activities related to both school and community. The Millarville Community Library is attached to the school and helps us to welcome the community into the building.



Millarville Community School offers the International Baccalaureate Primary Years Program for our students in Kindergarten through Grade 5. While we are not a Middle Years Program School, we endeavor to continue providing students opportunities to inquire and be agents of their own learning in Grades 6 through 8 as well. The internationally minded, inquiry focused education students receive at MCS allows them to successfully reach their potential and prepares them to be active citizens and lifelong learners.

At Millarville Community School, we feel that to be truly educated, a student must make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life. Our students leave our school equipped for life as they continue their educational journey.

School Highlights and Celebrations

Millarville Community School is truly a community hub, where the population comes to share in the joy and success of our students. From the first day of school, where our parents welcome everyone with a pancake breakfast to the Christmas Concert where the whole of our community attends to our Walkathon and Roundup events where our students and our community work together to support our school, MCS is at the centre of our community.

Our membership in the Primary Years Programme brings opportunities for our students to take action as agents of their own learning, culminating in the PYP Exhibition. This year we have seen the Grade 3 class take action in their *How the World Works* unit of inquiry by making the rock cycle and exploring volcanoes. Before the pandemic, this unit would often lead to a field trip to the badlands of Drumheller.

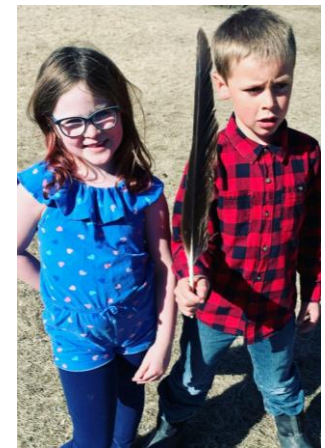
In Grade 5, the students have been making many connections with their Canadian identity as they inquire into the story of Canada in their *Who We Are* unit of inquiry. Students are always encouraged to learn about their learning and make connections to past learning as they inquire into new areas and concepts. All teachers in our school work in a conceptual way which leads to deep transfer of learning. In the PYP, the teachers approach learning in a transdisciplinary way and this fosters deep learning and connections across the curriculums. Students are encouraged to be agents of their own learning in all grades. We believe that students with high levels of agency are empowered to seek meaning and take purposeful action.



As an authorized IB PYP school, we are committed to achieving high levels of collaboration and being responsive to our students' preferences, suggestions and opinions and their ever-evolving interests, ideas and theories. This commitment has impacted the way that we organize and share our learning spaces and materials and the way we plan for learning.

At MCS, we view students as curious, inquisitive and capable in the way they connect with people and the world around them. Children seek to understand their worlds and are constantly asking questions. Our planning for learning and engagement evolves around questions that help us to make sense of our students' experiences, interactions and learning processes. These interpretations then guide our planning of questions and provocations. This is how we ensure that provocations are embedded in the students' thinking and support them with their research.

Alongside our core academics we also enjoy a strong athletics program. We host tournaments and enjoy the opportunity to showcase our school to visitors. Our student athletes act as Wildcat ambassadors and represent



our school with dignity and respect. Our athletics are growth centred, ensuring every athlete is able to build on personal success and develop their potential.

Having our students from Kindergarten through to Grade 8 develops an even stronger relationship between the students and their school and community. As our students near their transition to grade nine, we provide increasing opportunities for leadership. This culminates in the Grade 8 Legacy Project, followed by their graduation. The Legacy Project allows the students to give back to their school and community in a meaningful way and to leave a lasting mark on the place where they did so much learning, growing and experienced so much success.

Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement

- Strengths:
 - Our community identifies that they feel strongly engaged with our school, as evidenced by the APORI achievement of Very High in Parental Involvement as well as through community feedback.
 - Our parents and students identify that our school excels at providing students the learning required to be successful citizens with the skills and attitudes for the rest of their lives, as evidenced by the Very High achievement in Preparation for Lifelong Learning, World of Work and Citizenship.
 - Our students and parents identify our school as a safe and caring space where students receive a high quality education as evidenced by our Very High achievement in Safe and Caring and Education Quality on the APORI survey.
 - The International Baccalaureate last evaluation visit accredited our school with many commendations and no matters to be addressed when looking at how we measure up to the IB Standards and Practices.
- Areas for Refinement
 - Our students identify that our program of studies does not provide the breadth of complementary courses that they would like to see, reflected in not only our APORI achievement of Intermediate in Program of Studies, but also in our SOS-Q data around Utility of School, where we were slightly below normal.
 - Our students, especially those in junior high last year identified that they felt disengaged in their core subjects. This matches data that show lower than expected results for the literacy and numeracy benchmarks, particularly at the Grade 8 level.

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school

Millarville Community School is a safe, open and welcoming place. We are friendly and welcoming to all education partners - students, parents, staff and community members. To encourage engagement that is timely, meaningful and collaborative, we have essential agreements around our communication with the parents and community. The administrative team writes weekly newsletters to the community detailing important events, explaining what learning looks like for students and teachers as well as celebrating our school. Likewise, teachers provide weekly updates to parents that share what learning has looked like, how to engage in discussing the learning with students and what the next stage of learning will be. These weekly updates often include video and visual evidence of learning from the week. As agents and owners of their learning, students also write weekly letters to their parents to share their learning journey from the week. Our school



website and social media accounts also provide information and what's happening at MCS for the community. Throughout all of our communications, we invite feedback and look to engage our community in two way conversation.



Wildcat Weekly

March 4, 2021
23



Meet Mrs. Murphy

G7/8 Humanities

Where did I grow up?
I was born and raised in High River, Alberta! In fact, my mom still lives in the house I grew up in. I went to Senator Riley Middle School and Highwood High School, and I am one of the 'lucky' few who had a parent in the same school with her for most of my school years. My mom was a school secretary and my father was a high school Social Studies Teacher and taught for 35 years in the foothills school division.



Fundraising Society:

We will be meeting on Monday, March 8th, at 3:05 pm in the Millarville Community Library.

Our fundraising society covers the cost of field trips and school materials that at most schools are the responsibility of parents. Currently they are in need of parent volunteers to continue this great work.

We hope to see you at the meeting!

How do we teach Math?

Over the past few years, I have spent a lot of time discussing math and science education, the philosophies behind how we currently teach those disciplines, and how we can improve. I have taught both math and science at all levels, from elementary to high school and beyond, and in two provinces. No matter where or what age, parents ask many of the same questions.

One of the most common questions I get asked is, "why is math taught differently now?" Parents often struggle with helping their kids math learning, telling me that it looks so different from what they learned it. A huge part of that is because in the past, math has relied on procedural and rote



Our doors are open to our community with daily volunteers engaging with the students in many different ways. Volunteers might be reading with students, helping with the hot lunch program or sharing their expertise with a class. An important tradition at our school is to have our Grade 1s individually contribute a hand drawn square for a quilt which is put together with community members. This quilt follows their class as they move through the grades before being auctioned to a family in Grade 8. Parents are important partners in the learning throughout the Primary Years Programme (PYP),

particularly when the students reach the Exhibition in Grade 5 as the students work on a culminating inquiry project.

As a community school, we value the stories and traditions from our families. We host a Human Library, where our community members speak to and share important parts of their life stories. Students connect these stories to their learning as they involve people they know and respect and their local area. The Millarville Community Library is attached to our school, which ensures that we have a constant presence in the community. The school has benefited every year from this close relationship as yearly we have the local storytelling troupe come to perform to the students.

Our parents are engaged in all aspects of planning as they are invited to provide feedback through our School Council and our Fundraising Society. At each meeting we reserve time to address aspects of the direction the school is moving and evaluating where we are in advancing our Education Plan. From discussions about our investment of resources and class time into Maker Centred Learning and Career and Technology Foundations to how inter- and transdisciplinary learning lead our educational philosophy to deep data analyses and looking at how we can continually improve, our parents welcome the conversation and engage in meaningful dialogue.

Students are also ensured a voice in our school, as student agency is central to our educational programme. Just as students are given feedback and invited to reflect, we provide opportunities and forums for students to assess the school and how we can better serve their needs. This feedback influences our day to



School Council Meeting - September##, 2021 @ 7:00PM
Meeting Link — [Click here to join on the day of the meeting](#)

MCS Mission
To create a caring, challenging, and engaging learning environment which reflects the values and vision of the International Baccalaureate and Foothills School Division.

We strive to inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community

Essential Agreements for School Council:

• Work to maintain a culture of learning and reflection	• Be open-minded and respectful of all voices
• Balance our speaking and our listening	• Be willing to consider new things and take risks
• Maintain a whole-school focus in our discussions	• Respect our agenda and its timelines

Agenda:

- Welcome
 - Approve minutes from June Meeting
- Trustee Report - T. Letendre
- Admin Report - T. Hasiuk, K. Davis



day work as well as our entire education plan. Supports in particular are constantly being refined as we work to meet the needs of all students.

Throughout the year, we revisit our educational plan with staff. With it being developed as a collaborative effort, we feel it is important to revisit on a regular basis both to assess whether we are finding success in achieving our educational goals, but also to evaluate whether new strategies would better meet our needs as we strive for continual improvement.

Millarville Community School is one of the founding groups for the Millarville Community Foundation, which brings together the Millarville Sports Association, the Millarville Early Learning Program and other interested community groups like the Historical Society. Here we work to discuss the needs of the greater community and collaborate on how we and our spaces can meet those needs.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none">● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system.● communication provides assurance.	<ul style="list-style-type: none">● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School.● Stakeholder engagement informed decision making and education plans.
<p>Strategies</p> <p>Strategy 1: Student Engagement -</p> <ul style="list-style-type: none">● Opportunities for the students to speak directly to the admin about areas of strength and areas for focus within the school. <p>Strategy 2: Staff Engagement -</p> <ul style="list-style-type: none">● Weekly staff leadership meetings and PLCs <p>Strategy 3: Parent Engagement -</p> <ul style="list-style-type: none">● Creating a structure at the School Council where parents can get the information they want and give the feedback that we need. <p>Strategy 4: Community Engagement -</p> <ul style="list-style-type: none">● Continue to work with the Millarville community foundation to ensure that our space is seen as a part of the community and both benefits from and contributes to our shared success. <p>Strategy 5: Communications -</p> <ul style="list-style-type: none">● Weekly communication with all parents from admin.		<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none">● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<ul style="list-style-type: none"> Frequent (weekly/bi-weekly + as needed) communication from teachers. 			
<p>Goal <i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance. Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> Building relationships. Engaging with education partners and stakeholders. Creating and sustaining a culture of continuous improvement and collective responsibility. 	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. 	
<p>Strategies</p> <ul style="list-style-type: none"> Continued focus on developing a meaningful programme of inquiry using the IB structures. Learning and implementation of a continuation of the IB exhibition from G5 into G6-8 inquiry based projects. Continued focus on implementation of student <i>agency in academics</i> 		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. 	

	<ul style="list-style-type: none"> ● Continuous Improvement: Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. ● Overall Quality of Basic Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. <p>Local</p> <ul style="list-style-type: none"> ● FSD School Assurance Survey: Increase in percentage of teachers, parents and students satisfied with Assurance Measures. ● Guiding Principles for Assurance: Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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Assurance Links for ENGAGEMENT

[MCS Annual Education Results Summary](#)
[Engage FSD](#)
[School news](#)

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school

At Millarville Community School we are committed to teaching students to be internationally minded. Our learning community approaches students with a thoughtful, critical perspective that applies to who we are and what we do. It includes how we communicate, our cultural understanding, celebrating diversity, global awareness of global issues, and a reflection on how knowledge is constructed and applied. We focus on moving students toward becoming people who reflect the characteristics of the IB “Learner Profile”. We believe these attributes, and others like them, can help students become responsible members of local, national and global communities. The learner profile encourages students to strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.



One of our supports for student and staff wellness is our robust Outdoor Pursuits (OP) program that goes from Kindergarten to Grade 8. The students learn how to be stewards of the land, adding to their internationally minded learning. We explore the outdoors in our community and further into the neighbouring High Country and Kananaskis Country. They experience knot tying, snow shoeing, cross country skiing, downhill skiing, hiking, camping, and much more. From Grade 5 onwards they adventure out on camping trips throughout the year to further their OP learning. Students learn to feel well and connected to the land. They learn deeply about sharing the planet in a respectful and responsible way. Many students leave the school with the reflection that the camping trips were their favorite memories of MCS. Our OP program adds to our students’ wellness in many ways.

At MCS we teach to the whole child and thus there is a full continuum of support. Positive behavior support is an universal stance for the whole school to equip students with the ability to build, maintain and repair relationships and regulate their own behaviour. At a Universal level, all classes create Essential Agreements as a homeroom. The staff also have Essential Agreements around many of the policies and procedures that they work on together. We pre-teach and model appropriate behavior within the IB attitudes and we connect to experiences

outside of the classroom to understand the function of behavior. Expected behaviours are identified, modelled and celebrated. When students miss opportunities to live up to their expected behaviours, opportunities are provided to take accountability and fix their mistakes. When conflict occurs, a restorative approach is taken with students taking ownership of their actions and collaboratively coming to solutions. The students are taught to solve problems through discussion and the IB action cycle.

Targeted and individual supports occur when it is identified that the universal supports are not having the desired results. Smaller groups are often made to support students when needed for areas like regulating behavior and literacy intervention. Individual interventions are primarily used to build skills in the areas of speech, OT, literacy intervention and counselling for mental health. These accommodations are there to reduce barriers for our students.



Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” 	<ul style="list-style-type: none"> ● Improved wellness and wellbeing in students and staff . ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved collaboration with education partners to support learning. ● Improved wrap around services and supports that enhance conditions

	<p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<p>required for optimal learning and wellness.</p> <ul style="list-style-type: none">Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes</i></p> <ul style="list-style-type: none">Focused work on the positive behaviour support model and restorative practices.Staff learning around anxiety, mental health, trauma, and teaching strategies associated with success for students experiencing mental health distress.Continued partnership with Oilfields High School to ensure a smooth transition from G8 to G9.		<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">Safe & Caring: Increase in the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. <p>Local</p> <ul style="list-style-type: none">SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal</p> <p><i>Desired Result</i></p> <p>Advance our Continuum of Supports</p>	<p>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes.</i></p> <p>Programs, services, strategies and local measures demonstrate that each learner has access to a</p>

<p>Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to</p> <p style="padding-left: 40px;">(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.”</p> <p><i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.”</p> <p><i>Alberta Guide to Education, Page 27</i></p>	<p>continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> ● Timely benchmarking and data collecting to inform teachers and team. ● Develop the collaborative response team model to provide timely intervention for individual students. ● Continued focus on research backed, effective universal teaching and learning strategies. 	<p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. ● Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal 	

	<p>Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.</p> <ul style="list-style-type: none"> ● School Continuum of Supports Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being. ● School-based Students' Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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Assurance Links for SUPPORT

For Further Information Follow Links to
[Staff Wellness and Student Well-being](#)
[Parent Learning Link](#)
[Staff Learning Link](#)
[Student Learning Link](#)
[Student Wellness](#)
[Safe and Caring Learning Environments](#)
[Support for Each Learner](#)
[MCS Continuum of Supports](#)

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school

We integrate the Approaches to Learning (ATL), which are grounded in the belief that learning *how to learn* is fundamental to a student's education. The ATL are an integral part of learning and complement the learner profile, knowledge, conceptual understanding and inquiry. Learning how to learn is fundamental to a student's education and a point of pride for our school as we continually receive feedback from parents that they have seen that growth in their students. We support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. Our parents, our community and our students all report back that their time at Millarville Community School equipped them for success in life.

Learning at Millarville Community School provides many formal and informal opportunities for students to demonstrate how they have developed and applied their knowledge, conceptual understandings, skills and learner profile attributes through the inquiries they undertake. The Grade 5 PYP Exhibition is a notable example of these

opportunities, culminating the student IB experience at MCS. Students demonstrate their understanding of a concept or issue that they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning as they actively engage in planning, presenting and assessing learning. The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through the PYP. The learning community participates by supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

Students from K-4 are building the necessary foundational skills in literacy, numeracy through deep inquiry in a transdisciplinary approach to the curriculum. Our students learn all of their core material in connection to a



central Unit of Inquiry, looking at the curriculum through the lenses of “Who are we,” “Where we are in Place and Time,” “How we Express Ourselves,” “How the World Works,” “How we Organize Ourselves,” and “Sharing the Planet.” These broad topics continue throughout the PYP program.



When students reach Grades 6-8, we intentionally build in a great deal of opportunity to use their strengths in inquiry. Building on their Grade 5 experience with the Exhibition, we have developed a scaffolded system of culminating activities at the end of each grade. In Grade 6, they explore a career that engages their “Curiosity,” in grade 7 they explore and share a “Passion” that they have, and in grade 8 they look at what their “Legacy” to the school and community is. With this opportunity, students have increased opportunities to deeply engage as agents of their own learning.

Our staff works continuously on professional development. Our last pathways to learning had us examine our vision and mission to make sure that they reflected what we believed to be true about the learning at MCS. We then delved into learning around the IB’s Approaches to Learning (ATL) and how skills can be interlaced into our units of inquiry in a meaningful and authentic way. We also worked with Dr. Ramsay to see how literacy skills could be deepened in our school.



Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>“Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>

	<p>learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	
<p>Strategies</p> <ul style="list-style-type: none"> ● Development of a strong complementary course program, implemented G6-8. ● Create agreements and understandings around our school wide portfolio that aligns our work with the PYP with the FSD Career Futures. 	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ● Citizenship: Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS. ● MyBluePrint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool. ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
Goal 2	Outcomes	Indicators

<p><i>Desired Result</i></p> <p>Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
<p>Strategies</p> <ul style="list-style-type: none"> ● Continued focus on implementation of student agency in academics to foster deep, transferable learning. 	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. 	

			<ul style="list-style-type: none">● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none">● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 3 <i>Desired Result</i></p> <p>Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and</p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● Improved programs, services, and strategies for First Nations, Métis and Inuit student success.● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic	

	Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning</i> , p. 2	advising, graduation planning, careers and post-secondary programs. <ul style="list-style-type: none">● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.
<div>Strategies</div> <ul style="list-style-type: none">● Engage the district Indigenous Learning Facilitator in creating a structure that will tie grade level learning into the Circle of Courage that ties together G1-8.	<div>Measures and Targets</div> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <div>Provincial</div> <ul style="list-style-type: none">● Learning Outcomes (PAT & Diploma):<ul style="list-style-type: none">○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. <div>Local</div> <ul style="list-style-type: none">● RRST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.● Evidence of tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.● Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)	

<p>Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)● Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p>Strategies</p> <ul style="list-style-type: none">● Intervention programs in place early for all students in need.● Literacy and Numeracy cross curricular focus across all grades.		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Learning Outcomes (PAT & Diploma):<ul style="list-style-type: none">○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science. <p>Local</p> <ul style="list-style-type: none">● RRST (Reading Readiness in English & French): Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 –

		<p>9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</p> <ul style="list-style-type: none">● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.● School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.● Teachers and leaders improve their professional practice in learning for transfer.● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.● Improved use of a range of data and evidence by teachers and leaders to

		inform cycles of evidence-based continuous learning.
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> Focus on designing for understanding and programmes of inquiry embedded in all professional learning days and the PLCs. 		<p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p>Local</p> <ul style="list-style-type: none"> FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p style="text-align: center;">Assurance Links for SUCCESS</p> <p style="text-align: center;"> <i>Innovation and Design/Career Futures</i> <i>FSD Truth and Reconciliation For Learner Success Toolkit</i> <i>Professional Learning Opportunities and Resources</i> <i>Numeracy Excellence Commitments</i> and <i>Literacy Excellence Commitments</i> Parent Learning Link Staff Learning Link Student Learning Link </p>		

To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

Our Vision

Engagement, Support and Success
for Each Learner.

Our Mission

Each Learner entrusted to our care has unique
gifts and abilities. It is our mission to find out
what these are...Explore them...
Develop them...Celebrate them.

Our Commitments for Optimum Student Learning



Our Priorities

Engagement: Ensure and maintain division-
wide engagement that is timely, meaningful
and collaborative with all learners and
communities.

Support: Ensure and maintain division-wide
learning environments that are welcoming,
caring, respectful, safe and inclusive.

Success: Ensure and maintain division-wide
excellence in teaching, learning and
leadership.

Engagement

Support

Success

Local and Societal Context



Learning Supports

Student Growth and Achievement

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

Assurance Measure: FSD provides confidence that
resources are managed effectively in establishing
learning environments where local and societal
context is recognized, diversity is embraced, a
sense of belonging is emphasized and all students
are welcomed, cared for, respected and safe.

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

Governance				Teaching and Leading	
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.				Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.	
Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance stakeholder engagement and communication	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future		Goal 3 Advance First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit student success
				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
Governance				Teaching and Leading	

<p>Goal 2 Advance evidence-based continuous improvement and assurance</p>	<p>Strategic Plan Continuous Improvement and Assurance</p>		<p>Goal 5 Advance excellence in teaching, learning and leading</p>	<p>Strategic Plan Excellence in teaching, learning and leading</p>
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