



2024 – 2029 EDUCATION PLAN YEAR 1

Longview School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

Our 2024-2029 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.

[Our 2022-23 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

We would like to acknowledge the land of Treaty 7 that Longview School is built on. We are grateful to live and learn in the beauty of the seasons, the rivers, the fields and the mountains. We are grateful for the food and the water that this land provides us. We are thankful for the fresh air that we breathe, the sun that gives us light and the dark that gives us rest.

We are also thankful for the animals that we share this land with, and what nature has to teach us; be respectful of our surroundings for there is much that has been here long before us and much to come long after us, be quiet and listen, be calm and be careful.

We are part of a community and we must take care of the land and all that is nurtured by it. We appreciate the generosity of the Stoney Nakoda for allowing us to live, learn and play on their land. We are thankful for our Eden Valley neighbors and for their willingness to build friendships and to share their culture with us.

View our [Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

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 PURPOSE

Education at the centre of a flourishing community.

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 school/Division leadership.

OUR DIVISION

Board of Trustees
 Board Policy 01: Division Foundational Statements
 Board Policy 14: A Place for All

Accountability and Assurance
 Alberta Education and Foothills School Division Goal Alignment
 Systems Thinking

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

Goal:
 Advance Stakeholder Engagement and Communications

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

Goals:
 Advance Wellness and Well-being
 Advance Continuum of Supports

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.

Goals:
 Advance Innovation and Design
 Advance Learning for Transfer
 Advance Literacy and Numeracy
 Advance First Nations, Métis, and Inuit student success

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

Governance

Goal:
 Advance Continuous Improvement and Assurance

Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal:
 Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

Longview School is a unique school in that it serves about 70 students from Kindergarten to grade 6. Our students come from diverse backgrounds and cultures, including with students from our neighboring community of Eden Valley. Our school has a 60-year history as an integral part of this rural community. Our students are stewards of the land and work every day to be kind members of our community. We offer rich learning experiences for our students such as music, drama and French while taking every opportunity to get our children out into the world through field trips and excursions.

KEY
INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education by:
 - weekly emails
 - ongoing social media announcements
 - family celebrations.
- Evidence-informed decision-making: Ensure a continuous improvement cycle in which Longview staff are attentive to gathering ongoing, triangulated evidence to inform next steps. This cycle includes analyzing provincial and local data and refining our collaborative response model.
- Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change including:
 - school council meetings
 - parent surveys
 - family dinners
 - community events
 - newsletters

Advance evidence-based continuous improvement and assurance by:

- Evidence-informed decision-making: Ensure a continuous improvement cycle by refining our instructional and assessment practices to meet the needs of our students by:
 - using our local and provincial data to inform our assessment practices
 - ensuring differentiation practices allows all students to access learning and assessment

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** Increase/maintain 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.
- **Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

- Engagement: Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change by:
 - collaborating with parents around school-based goals
 - collaborating with community to build community-minded students
- Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement through:
 - Regular, on-going reflection by using AEAM and FSD Assurance Survey data to inform our local actions

[VIEW OUTCOMES AND INDICATORS](#)

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance wellness and well-being by:

- Healthy school culture: continuing to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity including:
 - participating in student matters
 - developing staff wellness committees
- Trauma-informed culture: continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments by:
 - regularly incorporating a restorative discipline program
 - following the 3 B's on Longview School (help all Belong, always do your Best and make things Better)
- Social-Emotional Learning: Continued focus on social emotional learning to support student well-being, including:
 - zones of regulation
 - incorporating outdoor learning into our daily work
 - classroom circles
 - restorative discipline

Advance a continuum of supports by:

- Continuum of supports: continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students by:
 - creating class-based profiles to fully understand the academic, social and emotional needs of all students.
 - monthly collaborative response team meetings to analyze data (attendance, food scarcity, hygiene, social-emotional needs)
- Collaboration and Communication: continued and enhanced parent communication to develop understanding of student areas for growth and supports available.
 - highlight in weekly emails the supports available
 - highlight in weekly emails the ways we are working to provide school-wide supports to students
- Attendance: continued and enhanced collaboration with all stakeholders to address school avoidance and attendance concerns by:
 - daily attendance phone calls and weekly email check ins
 - in-person attendance meetings
 - utilizing the attendance dashboard to inform our decisions

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain 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.
- **Program Access (AEAM):** Increase/maintain 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 (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain 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.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance innovation and design by:

- Staff Capacity: advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL) to support Deep and Transferrable Learning through while exposing students to a greater breadth of possible careers by:
 - utilizing myblueprint to connect curricula to careers
 - utilizing our learning commons facilitator and our makerspace classes to connect real life, authentic learning to curricula.
- Provide diverse, contextual opportunities for ALL learners to explore interests and passions to discover and develop future career possibilities while building resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being by:
 - incorporating outdoor learning into our daily lives
 - creating clubs that allow students to pursue their passions
- Provide a variety of learning experiences that empower students to prepare, investigate, explore, innovate, and experience a variety of potential career futures by:
 - discovering the world of careers around them through field trips
 - bringing in guest speakers to speak about their careers and lives

Advance learning that transfers by:

- Advancing school-wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner such as:
 - outdoor learning
 - social-emotional learning
- Utilize high impact assessment that are tailored for the unique needs of each child, evaluation processes that are trauma-informed, and reporting strategies that are responsive to the needs of our students and families.
 - giving students choice and voice in their learning
 - providing various assessment formats as options to all students
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning by:
 - offering choices in learning
 - tailoring our assessment practices to suit individual strengths

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Advancing the use and consistent application of all provincial and local assessment measures (assessments in English literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
 - Using our data from our schedule of reporting, using the data to inform our school-wide interventions in order to meet our students' diverse needs
- Advance school-wide use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills and that supports our students to close academic gaps across all subjects for individualized student growth and achievement including:
 - creating guides to success that ensure each child has a social, intellectual or personal purpose
- Continue to utilize our provincial and local data to inform our intervention strategies and supports to ensure that students' needs are being met.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports such as targeted literacy and numeracy interventions through:
 - regular and ongoing literacy support in groups and individually
 - regular and ongoing numeracy support in groups and individually
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students by accessing Jordan's Principle by:
 - applying for Jordan's principle funding for the whole school to ensure each class has an educational assistant to support students.
- Support the implementation of Truth and Reconciliation Commission recommendations by collaborating with our Eden Valley community partners such as:
 - community feasts
 - collaborative sporting events
 - collaborative professional development with Stoney Nakota Education Authority

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning including school-wide professional development by:
 - focusing on incorporating outdoor learning into all our subject areas
 - refining our practices in inclusive schools.
- Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum through:

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain 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.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** 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.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

- local professional learning days that provide staff with the learning to balance the needs of our students with the demands of the curricula
- monthly PLT schedule to provide teachers collaborative time
- ongoing shared leadership team to create a strong school culture
- Create inclusive learning environments where high quality teaching, learning, and leading occurs by:
 - using cyclical collaborative structures to assess successes and challenges
 - focusing our professional learning on Shelley Moore’s inclusive strategies that highlight the importance of creating purpose for children, creating class profiles, and creating inclusive classroom-based goals

VIEW OUTCOMES AND INDICATORS