



2024 – 2029 EDUCATION PLAN YEAR 2

Millarville Community School

130 Millarville Road
Millarville, AB T0L 1K0

foothillsschooldivision.ca/millarville
millarville@fsd38.ab.ca



foothillsschooldivision.ca

WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

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 2023-24 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

We would like to take this opportunity to acknowledge the traditional territory of the Indigenous peoples of the Foothills Region in Southern Alberta, which includes the Tsuut'ina Nation, the Stoney Nakoda First Nation, and the Blackfoot Nations, consisting of the Siksika, Piikani and Kainai peoples. This land is also traditional homeland of the Métis Nation of Alberta. At Millarville Community School, we are grateful to have this land to learn, live, and play. We walk forward with respect and gratitude, learning and remembering the past.

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

ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2024-25
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, and Inuit students in Alberta are successful• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy• Alberta’s K-12 education system and workforce are well-managed	<ul style="list-style-type: none">• Learning that transfers• Numeracy and literacy• Wellness and wellbeing• Continuum of supports• First Nations, Métis, and Inuit student success• Innovation and design• Learning that transfers• Excellence in teaching, learning, and leading• Stakeholder engagement and communications• Continuous improvement and assurance	<ul style="list-style-type: none">• Student growth & achievement• Learning support• Student growth & achievement• Learning support• Student growth & achievement• Teaching and leading• Local and societal context• Local and societal context• Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the *Education Act*.

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:

Advance Stakeholder Engagement and Communications

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

SUPPORT

Learning Supports

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.

SUCCESS

Student Growth and Achievement

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

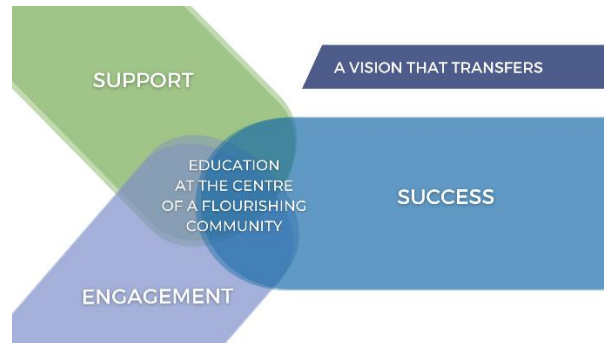
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

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

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 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.

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.

KEY
INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Utilize tools to target education partners and gather feedback that informs decisions relating to several aspects of our learning community.
 - Share ed plan and educational insight document with School Council.
- Utilize tools to report engagement data back to our partners in education to signify the impact of their feedback as it relates to contributing to a positive learning community.
 - Continue weekly communication with community, parents from teachers and administration.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Continue to use data from a variety of sources and assurance models to help inform next steps.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Continue in the International Baccalaureate evaluation cycle with all school stake holders.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Collaboratively develop, with all stakeholders, a new mission and vision for learning excellence at Millarville Community School.

VIEW OUTCOMES AND INDICATORS

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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
 - A deeper inquiry into restorative practices will be pursued.
- Continued focus on social emotional learning to support student well-being.
 - We have become a Minds Matter school in 2024 and will continue to use this support moving forward to see the impact of this education on the students' well-being.
- Continued focus on social emotional learning to support staff wellness.
 - Collaboratively create plans for staff to further advance wellness in their building.

Advance a continuum of supports by:

- 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.
 - Continue to develop and implement a robust continuum of supports.
 - Continue to identify the gaps in services and create solutions to address these gaps.
- Continued and enhanced parent communication to develop understanding of student areas for growth and supports available.

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.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Advance systemic staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers – Implementation of Maker-centered Learning, Career and Technology Foundations and Career and Technology Studies within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a great breadth of possible career.
 - Continue to celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.
 - Continue to support curriculum and competency learning where career education might empower deep and transferable learning.
- Advance Career Education to provide students with real world experiences that prepare them for their future.
 - Provide a variety of learning experiences that empower students to prepare, investigate, explore, innovate, and experience a variety of potential career futures.

Advance learning that transfers by:

- Advance the understanding of conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.
 - Teachers will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.

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).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Teachers will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
 - Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through the development of transdisciplinary units of inquiry for grades K – 8
 - Continue to work on the vertical and horizontal alignment of agreed upon attributes of successful learners from K-8.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Advance use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
 - Design both universal and targeted instructional practices for deep and transferrable learning.
 - Effective utilization of intervention resources and strategies.
 - Alignment of literacy and numeracy interventions with school-based continuum of supports.

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.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy 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.
 - Ongoing Professional Learning that promotes and supports all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.
 - Ensure the regular and meaningful use of land acknowledgements across the school division that incorporate the following elements:
 - Recognize and name the local first peoples using traditional names
 - State positionality with the truth and personal connection to the land
 - Identify next steps: a commitment to reconciliation and action
 - Ensure more meaningful use of land acknowledgements by integrating content within presentations and celebrations.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Implement holistic educational approaches that prioritize the interconnectedness of physical, mental, emotional, and spiritual dimensions of learning focused on balance and harmony to promote cultural revitalization and empowerment of Indigenous learners.
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture.

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 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

- Build, strengthen, and maintain reciprocal and respectful relationships between Indigenous peoples and non-Indigenous peoples by respecting and honouring Indigenous worldviews.

[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.
 - Encourage teachers to advance pedagogies that promote deep learning for transfer across curricula.
- Develop and demonstrate a professional body of knowledge and provide instructional leadership.
 - Encourage teachers to explore, take risks and think critically about their professional practice.
- Create inclusive learning environments where high quality teaching, learning, and leading occur.
 - Teachers and leaders will apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practices.

VIEW OUTCOMES AND INDICATORS

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 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 provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

