



2024 – 2029

EDUCATION PLAN YEAR 3

Longview School

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<https://www.foothillsschooldivision.ca/longview>



[foothillsschooldivision.ca/Longview](https://www.foothillsschooldivision.ca/Longview)



LONGVIEW SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

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.

[View our 2024-2025 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.

[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 & Childcare and Foothills School Division Goal Alignment
Systems Thinking

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

ALBERTA EDUCATION & CHILDCARE OUTCOMES Ministry of Education & Childcare Business Plan 2024-2027	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-2029	ASSURANCE DOMAINS Alberta Education & Childcare Funding Manual 2026-2027
<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	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.

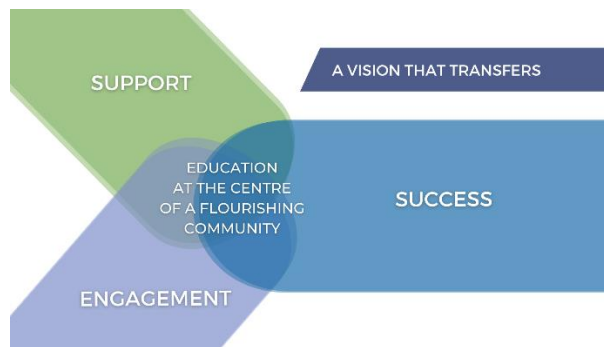
Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

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 80 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. We are an outdoor learning certified school where children learn and play outside each week. We have an inclusive classroom focus so that our students' needs are met every day within their classroom. We are a community-minded school that supports our local and greater communities through volunteering and partnerships.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

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 [on Instagram and on website](#)
- [family celebrations](#)
- [School Council](#)
- [Teacher bi-monthly newsletters](#)
- [Every child has his/her birthday celebrated with a small gift](#)
- [Monthly fridge calendars sent home](#)

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: [Continue with our](#) effective engagement processes that rely on education partners working together for the purpose of bringing about positive change including:

- school council meetings
- parent surveys
- family dinners
- community events [and collaborations such as Willow Hill Lodge, Blue Bronna Wilderness Camp, RCMP, and Peace Officers](#)
- newsletters
- [Family welcome breakfast each fall](#)
- [Open house to welcome families](#)
- [Concerts and full school assemblies](#)
- [Yearbook](#)

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.
 - 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 (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** 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.

- Use individualized student assessment to monitor growth and help us to manage and change our continuum of supports.
- Use of UFLI has a literacy intervention to support student learning

- **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.
 - collaborating with parents around school-based goals
 - collaborating with community to build community-minded students
 - Support our preschool to be part of our school community
 - Monthly gym nights for Longview Youth Group
 - Collaborate with the Village of Longview for community events such as clean up Longview
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Regular, on-going reflection by using AEAM and FSD Assurance Survey data to inform our local actions such as pre-screening tools, targeted literacy interventions, targeted numeracy interventions, individualized progress reports

🌀 **Goals, Outcomes, Indicators, Measures, Details**

🌀 **4 Year Data Trends and Key Insights**



OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

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
 - supporting students with hygiene support and food scarcity
 - offering a variety of clubs and sports teams that foster a sense of school culture and belonging
- 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
 - encourage the consistent use of and the implementation of 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
 - SOAR certificates with daily shoutouts and monthly prizes

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.
 - continuation of monthly collaborative response team meetings to analyze data (attendance, food scarcity, hygiene, social-emotional needs and academic achievement)
- Collaboration and Communication: continued and enhanced parent communication to develop understanding of student areas for growth and supports available.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** 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 (AECA):** 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 (AECA):** 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.



- highlight in weekly emails the supports available
- highlight in weekly emails the ways we are working to provide school-wide supports to students including family-school liaison counselling highlights in newsletter
- 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
 - consistent utilization of wholistic strategies found in the attendance toolkit
 - using a trauma-informed and culturally sensitive approach to attendance concerns
 - Use of attendance certificates each month to celebrate positive behavior

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

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 **online tools such as** myBlueprint and **CTF generator Copilot agent** to connect curricula to careers and **to create critical challenges**
- utilizing our learning commons facilitator and our makerspace classes to connect real life, authentic learning 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 **in a way that connects to curricular outcomes**

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
 - **fine arts including visual art and music**
- Social-emotional learning: Utilize high impact assessments 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

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** 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 (AECA):** 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.

- 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



🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

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 **by:**
 - 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
 - Continuing to use individualized assessments and reporting to celebrate individual student growth and achievement.
- 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:
 - Continue to use and refine guides to success that ensure each child has a social, intellectual or personal purpose
 - Continue to use individualized learning goals for our adapted students to monitor and celebrate growth
- Continue to utilize our provincial and local data to inform our intervention strategies and supports to ensure that students' needs are being met **such as:**
 - Individual and small group literacy intervention groups
 - Individual and small group numeracy intervention groups

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.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**



GOAL & STRATEGIES

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.
 - 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 structuring supports** for the whole school to ensure each class has **both teacher and educational assistant support.**
- Support the implementation of Truth and Reconciliation Commission recommendations **by:**
 - community feasts
 - collaborative sporting events
 - collaborative professional development with Stoney Nakota Education Authority
 - **Using a trauma-informed practice of instruction, discipline and attendance**

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 (AECA):** 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.

☞ **Goals, Outcomes, Indicators, Measures, Details**

☞ **4 Year Data Trends and Key Insights**



GOAL & STRATEGIES

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
 - participating in systemwide professional learning around deep and transferable learning, collaborative structures, communities of practice and assessment tools
 - encouraging teachers to explore, take risks and think critically about their professional practice
- Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum through:
 - local professional learning days that provide staff with the learning to balance the needs of our students with the demands of the curricula
 - ongoing shared leadership team to create a strong school culture
 - applying and refining a comprehensive repertoire of effective planning and designing for deep and transferable learning
 - applying student assessment and evaluation practices that accurately reflect the learner outcomes within the programs of study
- Create inclusive learning environments where high quality teaching, learning, and leading occurs by:
 - using cyclical collaborative structures to assess successes and challenges by analyzing local data, setting our professional development goals and focusing our learning on improving student outcomes.
 - focusing our professional learning on inclusive strategies that highlight the importance of creating purpose for children, creating class profiles, and creating inclusive classroom-based goals
 - collaborating with our educational assistants to review goals and set learning strategies

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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)

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

