

Schuler School

Education Plan



2022-2023

www.schuler.myprps.com

Principal's Message

The year 2022-23 brings with it a sense of renewed hope, optimism, and perhaps most importantly, opportunities for learning, connecting with our community, and growth - a year to *kindle hearts, ignite minds, and forge futures.*

Schuler School looks forward to a wonderful year for our students, our staff, and our community.

Principal, Name

Lisa Lindsay

Schuler School Council

Chair Person: Jenn Beck

Vice Chair Person: Chelsi Bader

Secretary: Jenn Zahn

Treasurer: Elly Hermann

School Profile

School Address: 20 1 Ave W, Schuler, Alberta, T0J 3B0

School Phone Number: 403-839-3732



73

Student enrollment
Kindergarten to Grade 9



1

Self identified First Nations Metis Inuit
students



26

English language learners (ESL)



4.4

Full-time equivalent certified teachers



4

Full-time equivalent support staff



4

Number of buses to the school

Our Vision

*Preparing Students Today for the
Achievements of Tomorrow*

Our Mission

Let's Give Back...Not Sit Back

School Values

Using Clear and Honest Communication

Resilience and Flexibility

Being Solution-Focused

Doing what is best for our students

Being Responsible for Self

Having Integrity

Using Persistence and Perseverance

Emphasizing Academic and Personal

Excellence

Being Curious

Stakeholder Engagement

"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

Anne Anderson and Karen Mapp

Parents and School Council

- Google Form Surveys that gave parents the opportunity to volunteer and share expertise for CTF and Option Classes at Schuler School.
- School Council Meetings (focus in increased participation)
- Informal and Formal Gatherings with parents (Spring Tea, Grade 9 Farewell, Field Trips, Parent Volunteers in School)

Teachers

- Weekly Stand Up Staff Meetings - keeping the lines of staff communication open
- Generative Dialogue with individual teachers and scaffolded conversations as a teaching staff
- Ensuring there are Distributed Leadership Opportunities
- Informal and on-going conversations

Support Staff

- Weekly Stand Up Staff Meetings - keeping the lines of staff communication open
- Individual conversations
- Ensuring there are Distributed Leadership Opportunities

Students

- Student Council
- Weekly Assemblies
- Classroom Meetings
- Genius Hour
- Informal opportunities for idea sharing

Community Groups

- Schuler Community Association - focus on strengthening relationship with community (ie- shared Remembrance Day Ceremony, Shared Community Christmas Celebration, community clean-up)
- Drowning Ford Grazing Association - reaching out to propose future planning and mutual partnership

Assurance Framework

What is the Assurance Framework?

In the Assurance Framework, all education stakeholders accept responsibility for building capacity of the education system – in classrooms, schools, school authorities and in government. Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.

The Five Domains of Assurance


Student Growth and Achievement

Teaching and Leading

Learning Supports

Governance

Local and Societal Context



Assurance in the education system happens when community members, system stakeholders and education partners engage across the five domains.

Source: 2022 Funding Manual for School Authorities

Result Driven Decision-Making

DOMAIN 1: Student Growth and Achievement



- | | | | |
|---|----------------------------------|---|--------------------|
| 0 | Student Learning Engagement | 0 | PAT Acceptable |
| 0 | Citizenship | 0 | PAT Excellence |
| 0 | 3-Yr High School Completion Rate | 0 | Diploma Acceptable |
| 0 | 5-Yr High School Completion Rate | 0 | Diploma Excellence |

DOMAIN 2: Teaching and Leading



- | | |
|---|-------------------|
| 0 | Education Quality |
|---|-------------------|

DOMAIN 3: Learning Supports



- | | |
|---|--|
| 0 | Welcoming, Caring, Respectful and Safe Learning Environments |
| 0 | Access to Supports and Services |

DOMAIN 4: Governance



- | | |
|---|----------------------|
| 0 | Parental Involvement |
|---|----------------------|

DOMAIN 5: Local and Societal Context



- | | |
|-----------------------------------|--|
| Prairie Rose Possibilities | Describe any PR Possibility projects or local initiatives your school has. |
|-----------------------------------|--|

Numbers based on the Spring 2021 Accountability Pillar Results.

PRPS Core Principles

Connect

School structures and traditions ensure that every student, staff and community member is known and cared for and contributions are celebrated.

Create

Students and PRPS staff undertake tasks that require perseverance, craftsmanship, imagination and self-discipline to foster curiosity about the world.

Communicate

Words have tremendous power and ours will be characterized by mutual respect, belonging, and community building. Students and PRPS staff use communication skills to advocate for themselves, understand their communities and tackle the world's biggest challenges.

Care

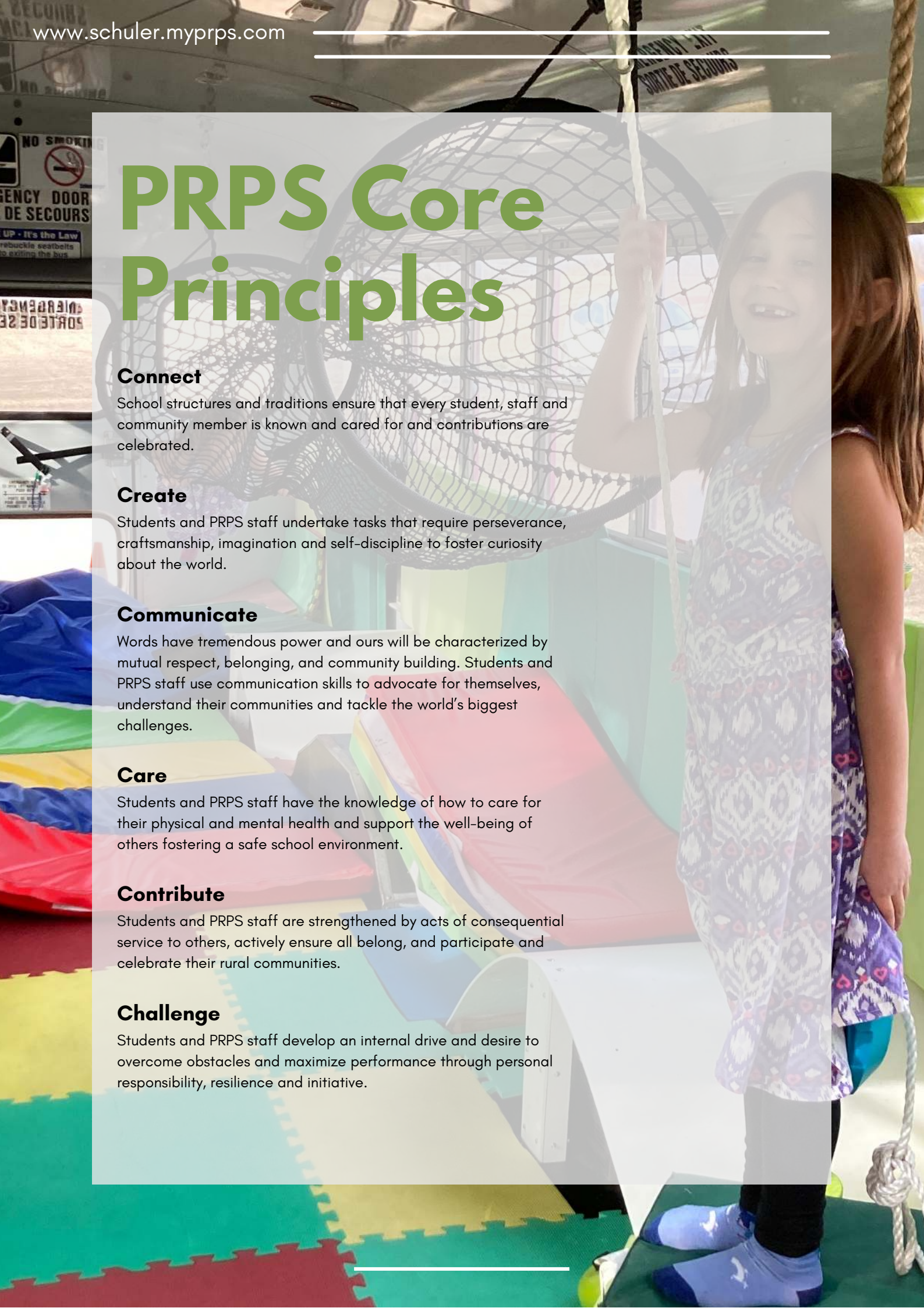
Students and PRPS staff have the knowledge of how to care for their physical and mental health and support the well-being of others fostering a safe school environment.

Contribute

Students and PRPS staff are strengthened by acts of consequential service to others, actively ensure all belong, and participate and celebrate their rural communities.

Challenge

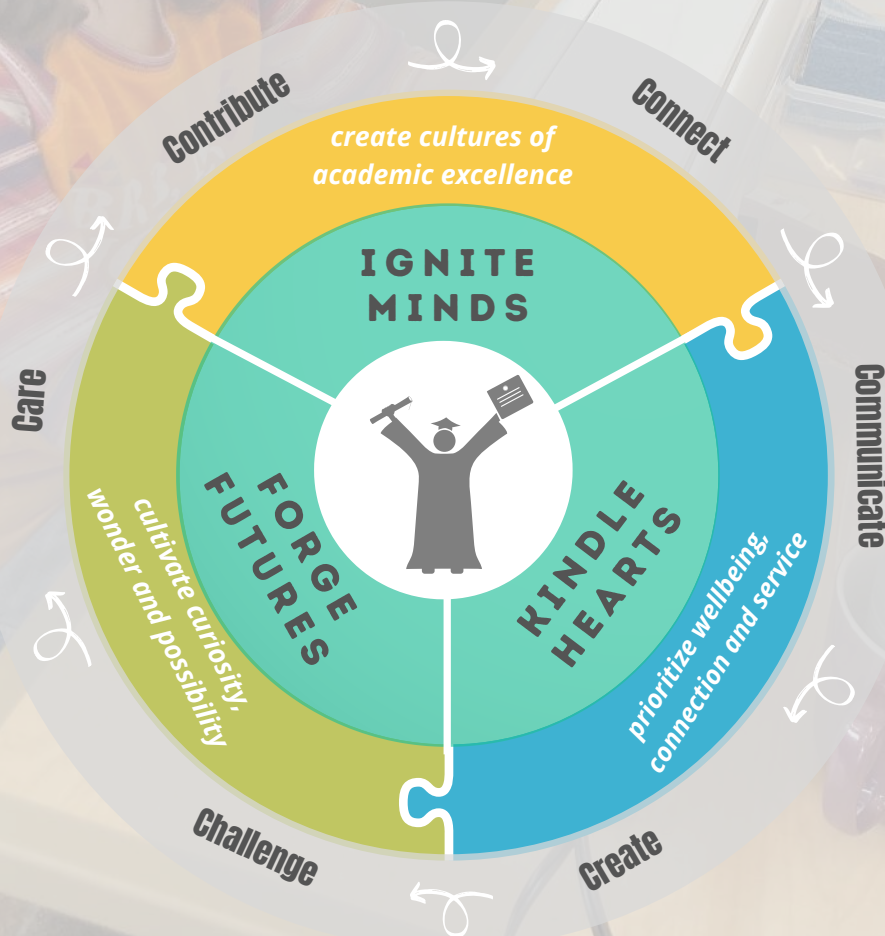
Students and PRPS staff develop an internal drive and desire to overcome obstacles and maximize performance through personal responsibility, resilience and initiative.



Prairie Rose Public Schools Learning Model

At the end of the current school year (2021-2022), the Prairie Rose Public Schools strategic plan will conclude. As a result, consultation this year focused on establishing a new learning model based on what the people we serve envision for the future. This feedback has resulted in refocused Vision and Mission statements, the establishment of six Core Principles and new strategic goals.

Ignite Minds Kindle Hearts Forge Futures



PRPS GOAL 1: IGNITE MINDS

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

- Conceptual understanding, deeper learning and transfer are evident in all Prairie Rose classrooms
- Students have the background knowledge they need to be grounded, the scaffolding they need to be supported and the academic courage they need to explore possibilities
- All students have the foundational knowledge in literacy and numeracy from which deeper learning grows
- PRPS Core Principles are evident in the intellectual and academic pursuits of students and staff

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

- Staff and students take care of themselves and others
- Staff and students contribute to their communities and create belonging
- Environments are cultivated that inspire people to show up as their best selves
- PRPS Core Principles are evident in our culture

PRPS GOAL 3: FORGE FUTURES

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

- We offer programs and instruction that stretch what staff and students thought possible and sets PRPS apart
- Students are engaged, motivated and resilient
- Future prospects for PRPS students are abundant
- PRPS Core Principles are evident in the initiatives and endeavors of students and staff
- PRPS provides personalized, place based and multiple pathways to meet the diverse needs of families
- Empower students to be confident communicators in a variety of formats
- Strong partnerships with the families, businesses, nonprofits, and local government in the communities we serve

The full PRPS Education Plan can be found here: [Link to the Plan](#)

PRPS GOAL 1: IGNITE MINDS

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

SCHOOL BASED STRATEGIES

This year, Schuler School will continue to emphasize continued literacy growth in our students from Kindergarten to grade 9.

Specifically, we will focus our instructional strategies on orthographic mapping and syllabication. Every word has three forms: its sounds (phonemes), its orthography (spelling) and its meaning. In addition, syllabication will be emphasized as it helps to build a solid foundation in literacy.

Resources such as Heggerty, Secret Stories, the Science of Reading along with enlisting the expertise of our instructional coaches and their website will help us become more confident educators in literacy skills.

SCHOOL BASED PERFORMANCE MEASURES

MAP testing
F and P Benchmarks

“

May you all be life-long readers and learners! It's the only way to live and thrive!!

Dr. Michael Heggerty

”

THERE ARE MANY LITTLE WAYS TO ENLARGE YOUR CHILD'S WORLD.

LOVE OF BOOKS IS THE BEST OF ALL.

- JACQUELINE KENNEDY

BilingualKidsSpot.com

PRPS GOAL 2: KINDLE HEARTS

Background: We will kindle hearts by prioritizing wellbeing, belonging and service.

SCHOOL BASED STRATEGIES

Student Wellness will be highlighted through:

Weekly Health and Wellness classes for grades 1-9

Mental Health Capacity Building

Small group instruction with our FSLW (Carla Stern) as necessary

Weekly assemblies which, this year, will focus on the 7 Sacred Teachings. With each teaching, one student will be chosen for living that teaching in an outstanding way.

A CALM room will be an added space where students who need to experience a sense of CALM can go so that they feel ready to learn.

Staff Wellness will be highlighted through:

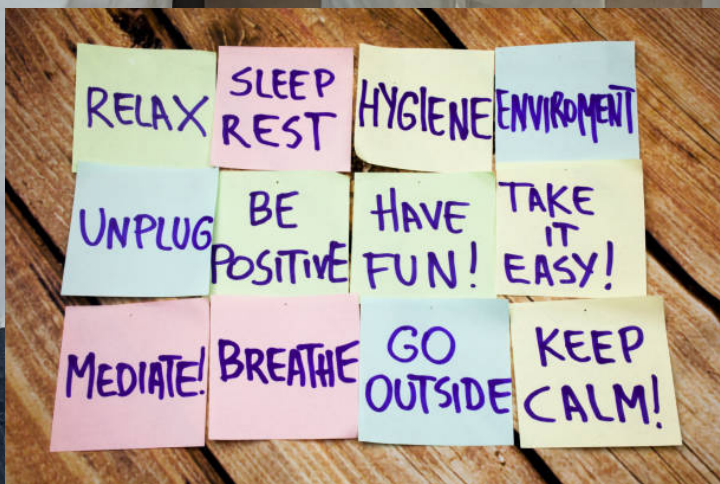
HONE Survey's - navigating difficulties that come up through acknowledging them and determining action plans

Professional Development activities such as recognizing work place burnout and how to avoid it

Established norms for professional communication and collaboration

Students will increasingly feel a sense of belonging, and service to others with decreasing amounts of unsolved conflicts with each other. We will have increased success in learning because students will be regulated and ready to learn.

Staff will feel a greater sense of wellness and efficacy (results in HONE survey should remain steady and high).



PRPS GOAL 3: FORGE FUTURES

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

SCHOOL BASED STRATEGIES

Schuler Centennial Exhibition of Learning GIANT INTERACTIVE HISTORICAL MAP: providing students with learning opportunities that will help them understand the history of their community and invite the community to become active members of our school community through linked partnerships that investigate our collective history. A sense of community will be developed using our mapping skills, research skills, interviewing skills, photography skills, and technology skills (Drones, etc).

Developing an outdoor sensory space: We envision a space that includes:

1. Stimulation for multiple senses in many different ways
2. A walking area for active interaction
3. Areas to sit for quiet and calming for multiple users at once
4. Pieces that encourage interaction from disabled children
5. Room for as many senses as make sense outdoors (touch, hearing, sight)

Providing our students with opportunities through CTF classes to engage in Resilience Building:

- Equestrian work
- Service Learning
- Team Challenges

SCHOOL BASED PERFORMANCE MEASURES

Pre and Post Surveys on questions related to resilience as students experience the challenges and activities of the Road to Resilience Academy (RRA).

Increased pro-social activities in the classroom, in the school community, and in the community at large.

Decreased referrals to FSLW for anxiety/depression as students develop skills and confidence

"Stress is the number one cause of medical visits in this country; if we are to prepare our children to live in the 21st century, than we need to teach them the skills to deal with stress and promote physical and emotional wellness. Resiliency skills are as important for our children and teens as any other skill they will learn in school, because these are skills they will need to call upon in all aspects of their lives."

Dr. Herbert Benson
Mind Body Medicine Pioneer

"A recent study by the Hospital for Sick Children in Ontario found a staggering 67-70 percent of children/adolescents experienced deterioration in at least one of six mental health domains during the COVID-19 pandemic: depression, anxiety, irritability, attention, hyperactivity, and obsessions/compulsions."

(Cost et al., 2021).

Supporting First Nations, Métis, Inuit Learning

SCHOOL BASED STRATEGIES

Focussing our learning on the 7 Sacred Teachings throughout the year will increase our appreciation, knowledge, and respect for our Indigenous Elders and their beliefs and values.

Whitebear Creations will be joining us throughout the year to teach us about Dream Catchers, Leather working and more - which will deepen and strengthen our knowledge of Mother Earth.

"A teacher develops and applies foundational knowledge about First Nations, Metis, and Inuit for the benefits of all students."

Alberta Teaching Quality Standard, 2018

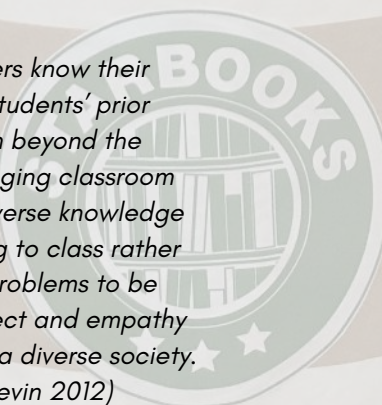
Supporting English as a Second Language Learners



SCHOOL BASED STRATEGIES

Ensure that daily instruction includes:
explicit preteaching and reinforcing of subject-specific vocabulary
levelled literacy intervention

*Culturally responsive teachers know their students well and build on students' prior knowledge, stretching them beyond the familiar in a safe and encouraging classroom environment. They value the diverse knowledge and experiences students bring to class rather than seeing differences as problems to be overcome. They facilitate respect and empathy among students as members of a diverse society.
(Glaze, Mattingley and Levin 2012)*



Budgeting Priorities

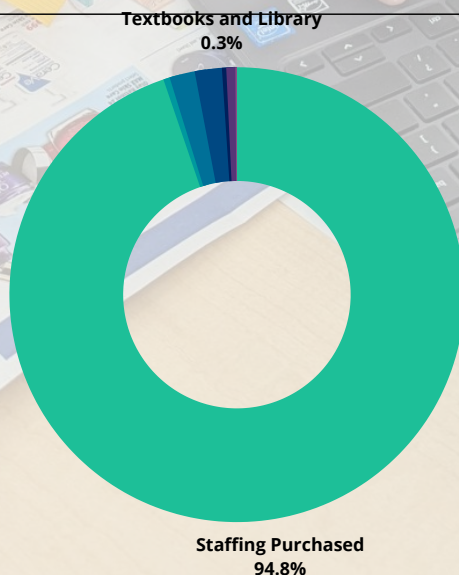
2022-2023 Budget Summary

Schuler School creates a budget in alignment with division priorities to drive academic excellence, social and emotional wellbeing and deeper learning, while addressing the operational needs of the school. Teaching and Learning is the area the majority of our resources are utilized with the following priorities guiding our budgetary process:

- ✓ Classroom supports
- ✓ Student, staff and community wellbeing
- ✓ Educational opportunities

Schuler School Budget 2022-2023

	Total Amount
Staffing Purchased	\$467 334
Professional Development	\$2250
Sub Costs	\$8871
Furniture and Equipment	\$0
Supplies	\$9500
Text Books and Library Books	\$1500
Field Trips	\$500
Other	\$3200
Total Expenses Budgeted	\$489955



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