



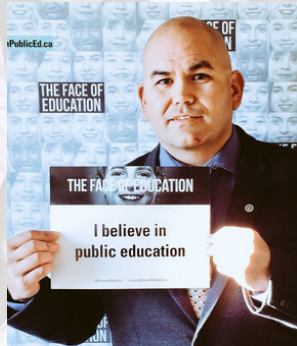
**FOREMOST
SCHOOL**

Education Plan

2025-2026

www.foremost.myprps.com

Principal's Message



**FOREMOST
SCHOOL**

I would like to welcome you all back to school and I trust you had an enjoyable and relaxing summer. Foremost School Staff is excited to once again offer students unique and rich learning opportunities.

This year, we are particularly excited to share updates to our F.A.R.M. (Foremost Agricultural Resource Model) program. We have moved the FARM onto the school grounds and installed a 20-foot greenhouse along with above-ground garden boxes to enhance the program further. These improvements will provide students with hands-on learning experiences that deepen their understanding of agriculture and sustainability. Future plans for this program include chickens.

We also continue to offer our Rodeo and Hockey Academies, providing students with a range of extracurricular options that reflect the interests and traditions of our community. Future plans for the Rodeo Academy include utilizing the indoor arena and expanding year round. Teachers in grades K-6 will maintain a strong emphasis on reading instruction based on the science of reading, ensuring students build a solid foundation in literacy.

Our dedicated staff is committed to ensuring that every student at Foremost School has the best possible experience, both academically and through extracurricular activities. It is our goal that students engage in a variety of subjects and experiential learning opportunities to enhance their learning and personal growth.

At Foremost School, we take pride in our strong sense of community and our commitment to a student-centered approach. I encourage you to reach out to me with any questions, concerns, or ideas. Together, we can make this the most exciting, enjoyable, and fulfilling school year possible.

Let's make this year great!

Principal, Stuart Shigehiro

Foremost School Council

Chair Carrie Butterwick

Vice Chair

Secretary Larei King

Treasurer Ashli Malcolm

Casino Chair & Director Lauren Walker

Trustee Nancy Haraga

Directors

Jenna Granberg

Heather Ehnes

Brianna Brown

Rachel Stromsmoe



School Profile

302 Main St, Foremost, AB T0K 0X0

School Phone Number:(403) 867-3843



165

Student enrollment
Grades Jk-12



3

Self identified First Nations Metis Inuit
students



11

English language learners (ESL)



13

Full-time equivalent certified teachers



6

Full-time equivalent support staff



8

Number of buses to the school

Our Vision

Foremost School sees a world where everyone is a learner and students and staff achieve more than they thought possible.

Our Mission

In partnership with the community, Foremost School will provide each of our students a safe and caring learning environment dedicated to helping develop the attitudes, skills, and knowledge necessary to be successful and contributing members of society.

School Values

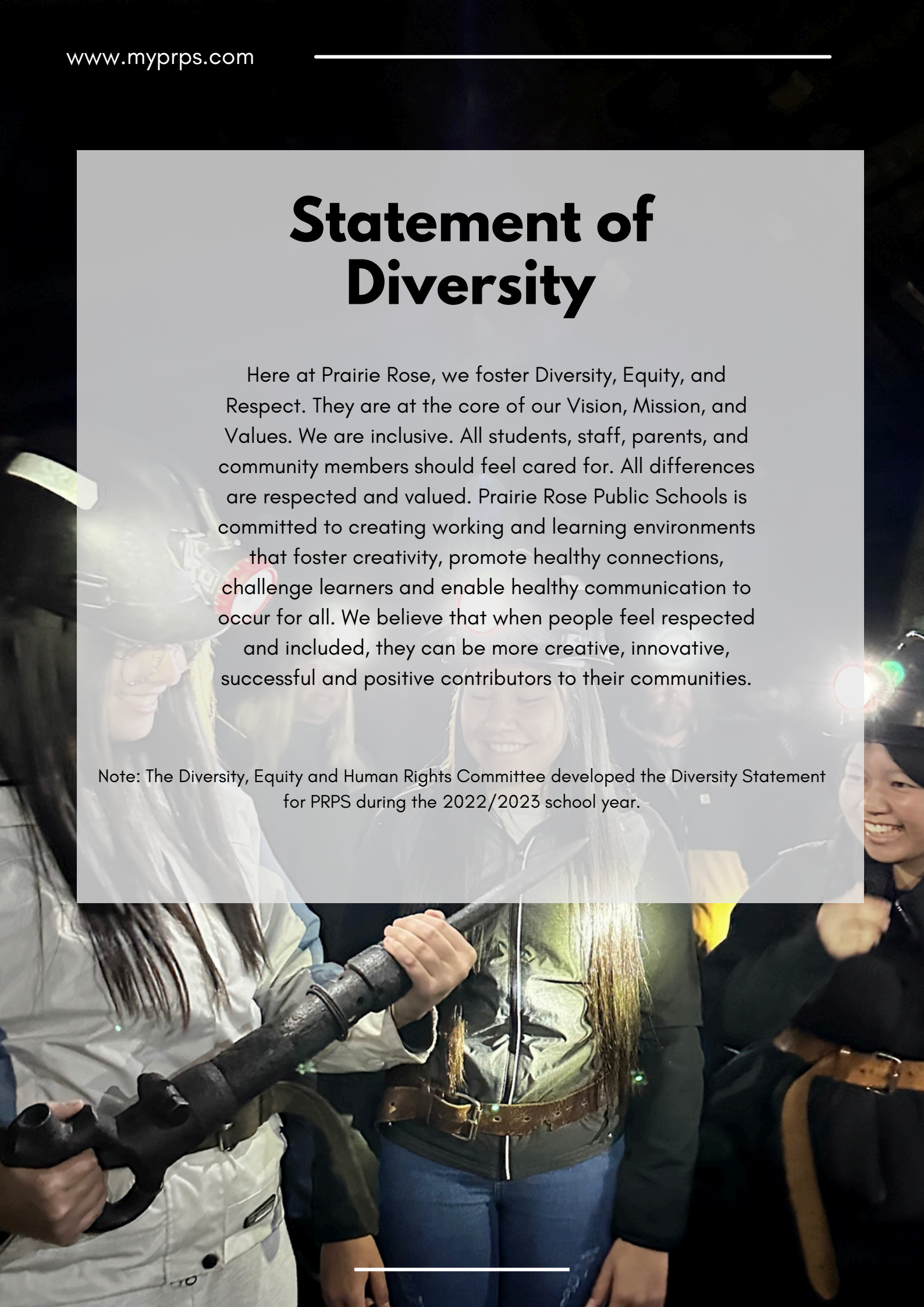
- Community
 - Courage
 - Teamwork
 - Ambition
 - Determination
 - Energy
 - Discipline
 - Leadership
-



Statement of Diversity

Here at Prairie Rose, we foster Diversity, Equity, and Respect. They are at the core of our Vision, Mission, and Values. We are inclusive. All students, staff, parents, and community members should feel cared for. All differences are respected and valued. Prairie Rose Public Schools is committed to creating working and learning environments that foster creativity, promote healthy connections, challenge learners and enable healthy communication to occur for all. We believe that when people feel respected and included, they can be more creative, innovative, successful and positive contributors to their communities.

Note: The Diversity, Equity and Human Rights Committee developed the Diversity Statement for PRPS during the 2022/2023 school year.



Stakeholder Engagement

Summary of how your school engaged stakeholders throughout the year.

Parents and School Council

- School Council meetings
- Social media
- School Newsletter
- School messenger
- Assurance Surveys
- Inviting parents into the school for assemblies, hot lunch etc.

Teachers

- Staff meetings
- SI days
- Staff collaboration time
- Staff surveys and questionnaires

Support Staff

- Staff meetings
- SI days
- Staff collaboration time
- Staff surveys and questionnaires

Students

- Students Union
- Surveys
- Frequent interaction and consultations with students

Community Groups

- Partnership with local Ag. Society
- Discussions with village council

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



82.3	Student Learning Engagement	n/a	PAT Acceptable
84.5	Citizenship	n/a	PAT Excellence
100.0	3-Yr High School Completion Rate	n/a	Diploma Acceptable
100.0	5-Yr High School Completion Rate	n/a	Diploma Excellence

DOMAIN 2: Teaching and Leading



89.1 Education Quality

DOMAIN 3: Learning Supports



86.3 Welcoming, Caring, Respectful and Safe Learning Environments
84.2 Access to Supports and Services

DOMAIN 4: Governance



98.2 Parental Involvement

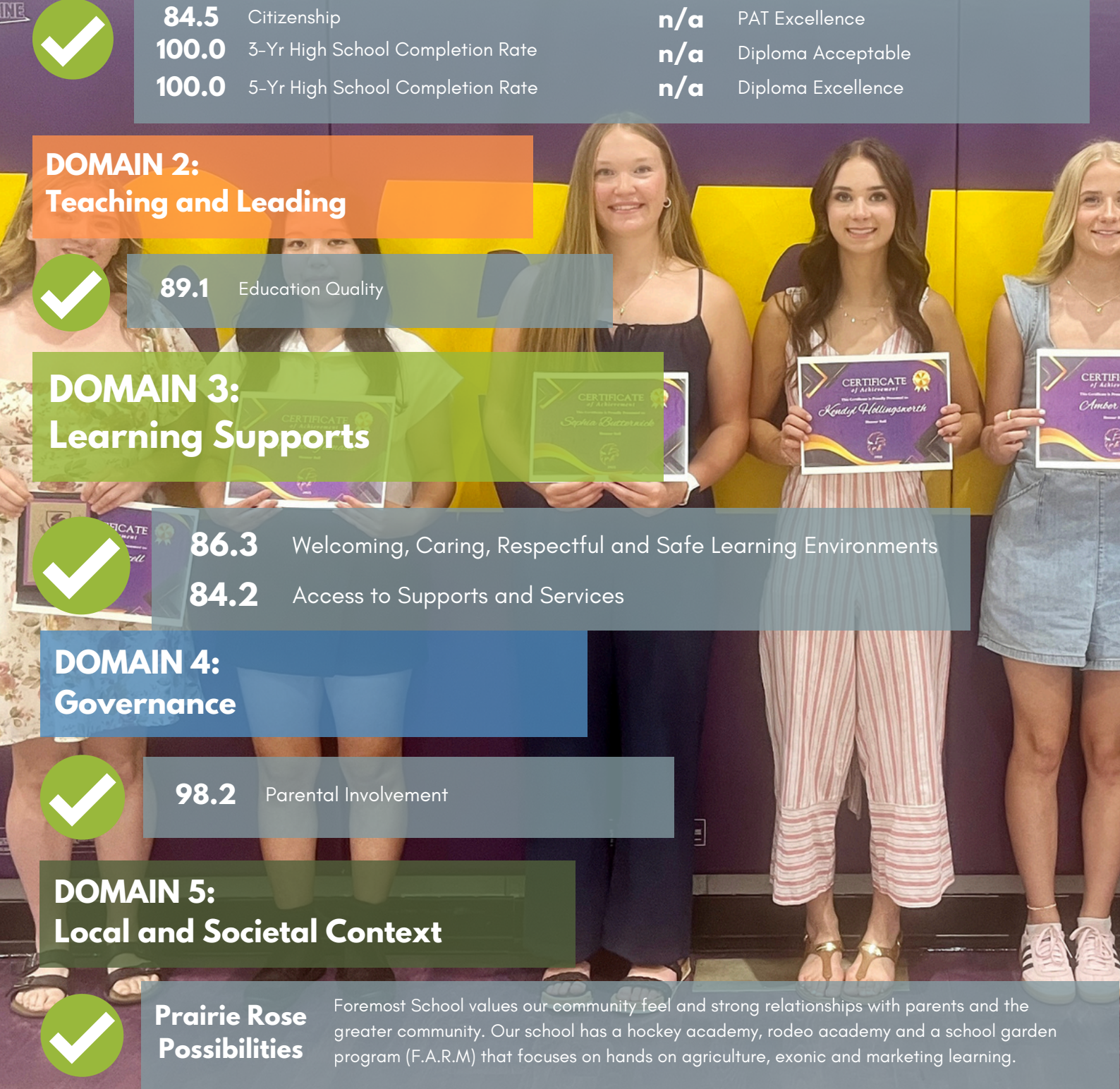
DOMAIN 5: Local and Societal Context



Prairie Rose Possibilities

Foremost School values our community feel and strong relationships with parents and the greater community. Our school has a hockey academy, rodeo academy and a school garden program (F.A.R.M) that focuses on hands on agriculture, exonic and marketing learning.

Numbers based on the Spring 2023 Accountability Pillar Results.



Result Driven Decision-Making

Citizenship	84.5	85.0	84.2	79.8	79.4	80.4	Very High	Maintained	Excellent
3-year High School Completion	100.0	91.7	94.2	81.4	80.4	81.4	Very High	Maintained	Excellent
5-year High School Completion	100.0	100.0	98.4	87.1	88.1	87.9	Very High	Maintained	Excellent
Education Quality	89.1	88.0	88.2	87.7	87.6	88.2	High	Maintained	Good
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	89.2	86.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
Access to Supports and Services	84.2	83.4	84.3	80.1	79.9	80.7	High	Maintained	Good
Parental Involvement	98.2	85.9	87.2	80.0	79.5	79.1	Very High	Improved	Excellent



FOREMOST SCHOOL

Numbers based on the Spring 2024 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.

Commit

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.

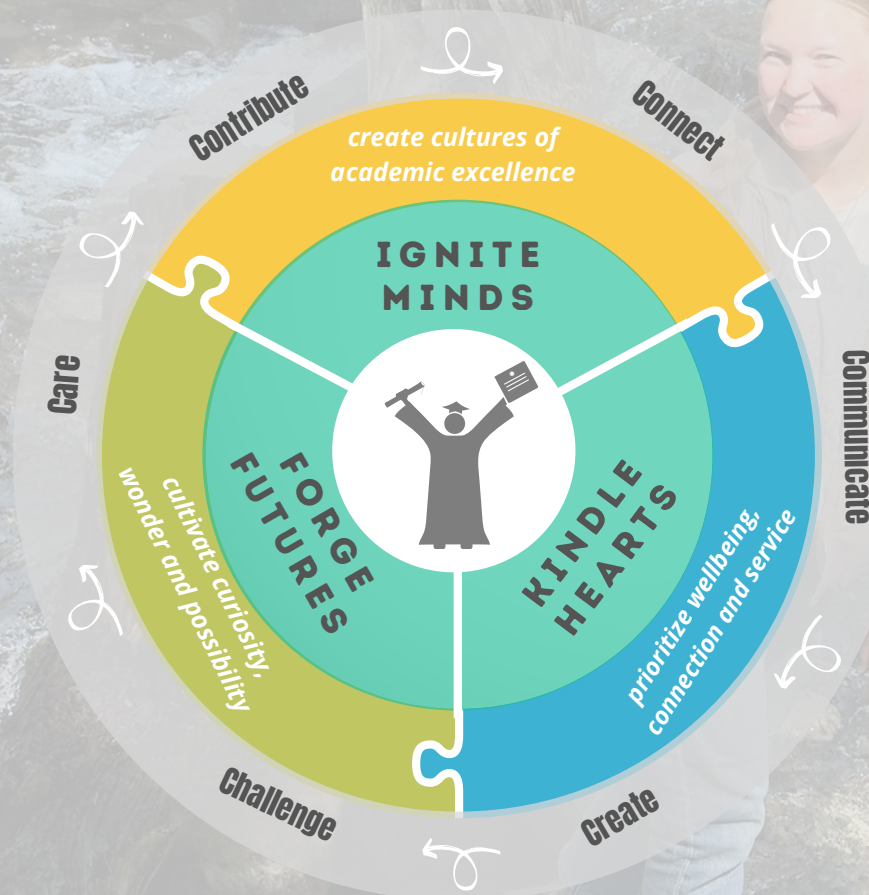
Challenge

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

Essential insights were gained from our results analysis that resulted in our newly adopted Learning Model and Core Principles. For example finding school work to be clear, challenging, interesting and useful is emphasized by our Forge Futures priority. We also heard from parents the importance of communication between school and home as well as opportunities to connect with each other. The model you see below was created through multiple iterations driven by feedback from stakeholders.

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 engage in contribute 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

- High-yield strategies will be intentionally used in every classroom at Foremost School to facilitate conceptual understanding, deeper learning and transfer (concept obtainment, retrieval, similarities/differences, reciprocal Teaching, micro Teaching, exemplars with clear objectives)
- Professional conversations centre around instruction and teaching quality standards during staff meetings and SI days
- Literacy and numeracy resources instruction will be based on the science of learning (UFLI)
- Writing instruction based on the Writing Revolution
- Foremost staff will undertake professional development.
 - virtual on demand
 - elbow to elbow with an instructional lead
 - instructional rounds
 - conference options
- Whole staff initiative around clarity of objectives and success criteria
- Foremost school will increase leadership capacity through focused meetings, opportunities for growth and collaboration. Foremost staff will nurture and value the development of a **continuous learning** culture for both staff and students.

SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- ✓ PRPS Surveys (parents, students, staff)
- ✓ Staff professional growth plans
- ✓ MAP Testing
- ✓ Report Card Results
- ✓ High School completion rate (3/5 years)
- ✓ Attendance data
- ✓ Student Services referrals
- ✓ Goals achieved in ISP's
- ✓ Professional learning opportunities and participation rates

Provincial Monitoring and Continuous Improvement

- ✓ Alberta Assurance School Survey
- ✓ TQS, LQS and SQS
- ✓ Provincial Achievement Exams
- ✓ Diploma Exams
- ✓ Lens, CC3, Numeracy Assessment 1-3

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Include a comment or a statistic from your school engagement strategies.

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Source: Provide source of the data

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Source: Provide source of the data

PRPS GOAL 2: KINDLE HEARTS

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

SCHOOL BASED STRATEGIES

- Foremost school will promote and prioritise holistic wellness and well-being among students and staff.
- Regular assemblies, team-building activities and wellness days
- Second Step program K-8
- Student recognition - Falcon Wing Award
- Staff collaborative meetings both after school and during the school day
- Emphasis on having sports teams/clubs at all levels
- Offering jr./sr. high school fitness and agriculture classes.
- Mental Health Literacy presentations
- FALCON TIME (advisory)
- Emphasis on teaching executive functioning skills to all grade levels
- Advocate for mental health - help give students mental health strategies and explain WHY these strategies are important
- **Activity breaks instead of technology breaks**
- Deliberate science-based connection strategies such as 10 and 2.
- Students partnering with community members and extending the walls of the classroom into the community
 - Coffee and Conversation and card playing with the Seniors

SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- ✓ Feedback from the DEHR Committee
- ✓ Student to school-based staff ratio
- ✓ Suspension rates
- ✓ Academy HONE results
- ✓ Professional Learning feedback
- ✓ Staff absence rates
- ✓ Data from benefit providers
- ✓ Universal supports data
- ✓ Critical response data (VIRTA)
- ✓ PRPS surveys (students, parents, teachers, community members)
- ✓ FSLW referrals and wait times

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PRPS GOAL 3: FORGE FUTURES

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

SCHOOL BASED STRATEGIES

- Continue to build and promote experiential/place-based learning through our Hockey Academy, and Rodeo Academy
- Partnering with the community and industry to blur the walls of the classroom/school
- Exhibition of Learning (Partnering with local industries)
- Increase options classes to individualize learning
- Structured/embedded collaborative time
- Consistently asking students to answer the “why” and not just “what”.
- Peer and self-evaluation - rubrics, PQS, Gallery Walks, etc.
- Modelling and using mentor texts for reading and writing
- Connection to real/everyday life- Letting students know HOW it connects
- “Ranking” activities where students have to put evidence/arguments in order of importance with a WHY explanation
- Retrieval practice with important terms/concepts
- Opportunities for peer teaching - ie) Sr. High class teaches the LA 7/8s how to annotate; Math 5/6 teaching Math 3/4 a game or strategy
- Sharing our work
- Podcasts
- Social Media
- News Outlets
- Non-profit Partnerships
- Exhibitions of High-Quality Work

SCHOOL BASED PERFORMANCE MEASURES

Local Monitoring and Continuous Improvement

- ✓ Registration and completion in dual credit, placed-based and apprenticeship opportunities
- ✓ PRPS Surveys
- ✓ Ratio of devices to students
- ✓ MOU's that support student learning
- ✓ Budget to Actuals comparison
- ✓ Data from communication tools
- ✓ Participation & sustainability rates in Prairie Rose Possibilities and academies

Provincial Monitoring and Continuous Improvement

- ✓ Alberta Assurance Measures Survey
- ✓ TQS, LQS and SQS

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Supporting First Nations, Métis, Inuit Learners

SCHOOL BASED STRATEGIES

- Foremost school partners with FCSS to bring in Elders for truth and reconciliation activities
- Foremost school will work in partnership with PRPS dedicated professionals learning to increase the understanding of Indigenous history and current perspectives
- Foremost school teachers will integrate Indigenous content into learning outcomes in their daily teaching and utilize our Tepee
- Foremost school will participate in celebrations that honour Indigenous cultures
- Universal programming
- Facilitate collaboration among Foremost school and Indigenous Elders, leaders, organizations and community members to establish strategic policy directions in support of Indigenous student achievement and well-being
- Build and sustain relationships with parents/caregivers of Indigenous learners

OUTCOMES

- First Nations, Métis and Inuit students are successful at Foremost School (FS)
- FS acknowledges and supports the implementation of the Truth and Reconciliation Commission
- Calls to Action and positive steps forward are taken
- FS staff and students understand and integrate Indigenous perspectives into education and it is clear to stakeholders that this is a priority

Supporting English as a Second Language Learners

Japanese Traditional Oyako-Don

Ingredients:

- 1 piece of chicken (thigh or breast)
- 1 onion
- 2 tbsp soy sauce
- 2 tbsp mirin
- 2 tsp sugar
- 200 ml water
- 2 tsp dashi powder
- 2 eggs

Instructions:

1. Cook the rice.
2. Cut the chicken into bite-sized pieces
3. Thinly slice the onion.
4. Put the water, all the seasonings, and and bring to a boil.
5. Once the onion becomes tender, add
6. When the chicken is fully cooked, lightly stir.
7. Once it looks cooked and delicious,
8. Serve over the freshly cooked rice

"Oyako" literally means "parent and child" in Japanese, as it uses both chicken and egg. "Don" is short for "donburi," which refers to a Japanese bowl of rice topped with various toppings.

SCHOOL BASED STRATEGIES

- Cultivate sustainable relationships and culturally responsive and relevant pedagogy to support cultural identities of learners and their families
- Secure translation services as required on behalf of students and families
- Enhance system and school-based collection and use of student data to monitor achievement and well-being for students who self-identify as English language learners
- Refine PRPS and Foremost School continuum of supports and services to align to student needs
- Apply culturally fair assessments and ensure appropriate accommodations to allow all students to fully demonstrate their competencies

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