



**Frank Maddock High School**

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**“A Warrior Rises Above All Others”**

**2023-2024 Frank Maddock High School**

Education Plan and  
Assurance Model Report

<<This document is a living document and will be updated throughout the year>>

**Wild Rose School Division**  
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**“Improving Life Chances”**



## **School Profile**

### **Demographic Information**

- Frank Maddock High School includes grades 9 to 12 which caters to high school students in the Wild Rose School Division for the town of Drayton Valley and the outlying regions.
- It currently has approximately 480 enrolled students, 24.0 FTE Teaching Staff, and 14.0 FTE Support Staff.
- Drayton Valley is a town of 14,000 people (including the surrounding area, where the major industry is resource based and the accompanying services that support that, as well as local town businesses, farming, and social and health services to support the town and local rural region).

### **Program Highlights**

- Frank Maddock High School offers a full and comprehensive university preparatory and non-university preparatory academic program to cater to the individual needs of all of our students.
- Our CTS programs include Mechanics, Fabrication, Construction, Foods, Cosmetology, Art, Personal Fitness, French, Drama, Computer Technology, Student-Directed Learning and Leadership.
- Off-Campus Programs include Work Experience, Green Certificate, Special Projects and RAP.
- Our inclusive education environment is supported by a Student Success Facilitator who, in consultation with the Learning Services Team, teachers and the administration, supports all students. Further support services available to students from a school-based family wellness worker, the Community School Resource Officer supports, and the school division Director of Wellness help to support student emotional health and mental wellness.
- Sports and Extracurricular include Football, Cross-Country Running, Volleyball, Basketball, Rugby, Badminton, Curling, Golf, Track and Field, Drama, Travel Club, Student Union, Grad, Student Leadership, GSA and much more!

## Frank Maddock High School Mission Statement

To provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school

## Frank Maddock High School Mottos

A Warrior Rises Above All Others

Maddock Strong

Warriors ARISE

## Frank Maddock High School Values



# Warriors ARISE!

A Warrior Rises Above All Others!



- **Accountability**  
“We do what we promise, take responsibility for our actions and do not blame or make excuses.”
- **Respect**  
“We treat others the way we want to be treated.”  
“We put ourselves in other people’s shoes and ask questions before drawing our own conclusions.”
- **Integrity**  
“We tell the truth and do the right thing, even when it isn’t easy.”
- **Strength**  
“We have the ability to overcome and endure.”  
“We achieve success through perseverance and hard work.”
- **Excellence**  
“We strive for excellence in ALL that we do.”

This education plan and assurance model report is a living document, and we will continue to update, monitor, and complete various strategies and goals as they happen. We invite you to continue to visit this document to see the great work that is happening at FMHS throughout the year.

**Current 2023-2024 Inquiry Question, Strategies and Measures**

Our goal is to provide a safe environment for students to confidently engage in their own journey of personal growth, empowering them for a successful future beyond high school. This inquiry question is directly aligned with the [WRSD Powerful Learning Environment \(PLE\) Framework](#). The evidence that has driven our emphasis on this inquiry question has come from data in our accountability pillar; conversations with staff, students, and parents; and data collected throughout the year from classroom learning, professional learning conversations, FMHS professional learning communities, and more.

Our current **inquiry question** is:

HOW DOES THE FMHS TEAM SUPPORT STUDENTS ON THEIR PERSONAL PATH OF SELF-DISCOVERY IN PREPARATION FOR THEIR SUCCESSFUL FUTURE BEYOND HIGH SCHOOL?

At FMHS, we have determined two key areas to emphasize in order to ensure that the FMHS team is supporting students on their personal path of self-discovery in preparation for their successful future beyond high school:

1. Enhancing the Sense of Belonging for Everyone at FMHS
2. Ensuring High Levels of Learning for All Students

Given the strategic plan for 2023-2024, this question may change in the fall of 2023.

Area of Focus	Strategies	Measurements for Success
Enhancing the Sense of Belonging for	1. Creation of a two committee approach for the Education Plan; there will be a “Belonging Committee”. All staff will choose one committee, and	1. Evidence for #1: <ol style="list-style-type: none"> <li>a. Committee List of Members</li> <li>b. Creation of goals and strategies by Committee</li> </ol>

<p>Everyone at FMHS</p>	<p>our non-instructional days will evolve throughout the year to ensure that our committees will have time to work on the projects and goals that are set.</p> <ol style="list-style-type: none"> <li>a. Committees will review the student and parent data that was collected in 2023 in our surveys to drive direction.</li> <li>b. Surveys will be reviewed and annual collection will occur.</li> </ol> <ol style="list-style-type: none"> <li>2. Development of a report card to share with stakeholders the work being done at FMHS.</li> <li>3. To be finalized with Committee: Increase communication and connection with FMHS stakeholders and the community of Drayton Valley <ol style="list-style-type: none"> <li>a. Admin will support and promote staff taking the lead on different projects to grow our school community.</li> <li>b. Promote and highlight the accomplishments and volunteerism of our students to the community.</li> <li>c. Leadership opportunities will be provided through our leadership class, student council, and Blue &amp; Gold Society.</li> <li>d. Try to build partnerships with the community to find more avenues for our school to be involved in initiatives and provide growth for students and staff in the realm of leadership.</li> </ol> </li> <li>4. To be finalized with Committee: Emphasizing connections, relationships, a sense of belonging and wellness for all at FMHS <ol style="list-style-type: none"> <li>a. Increased involvement of Student Council in School Culture</li> <li>b. Display work of students throughout the school.</li> <li>c. Engage in discussions and explore scenarios of "seeking first to understand"</li> <li>d. Revisioning of the Learning Commons under the direction of our new Learning Commons Facilitator</li> <li>e. Re-evaluate our CRM Model/PLC to ensure it fits as a way to identify student needs and</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>c. Collection of documents, data, surveys available for use</li> <li>2. Evidence for #2: <ol style="list-style-type: none"> <li>a. Report Card: Enhancing the Sense of Belonging for Everyone at FMHS</li> </ol> </li> <li>3. To be finalized with Committee: Evidence for #3: <ol style="list-style-type: none"> <li>a. Increased number of postings on FMHS Social Media Platforms</li> <li>b. Have an increase in the areas of citizenship and parental involvement on this and the next 3YEP and AERR.</li> <li>c. Having a greater sense of community and promoting an intentional approach to connecting will result in a safer and more caring school which will hopefully be seen on next year's AERR.</li> <li>d. Staff and students taking initiative to create new opportunities for connection and community in the building</li> <li>e. Greater sense of pride and ownership over initiatives in the school. (Staff will work in the fall to determine what greater ownership/sense of pride would look like, what evidence will be used to measure whether or not students and staff are demonstrating greater ownership/sense of pride)</li> <li>f. Increase in the amount of students we have achieving scholarships that pertain to leadership and community contribution.</li> </ol> </li> <li>4. To be finalized with Committee: Evidence for #4: <ol style="list-style-type: none"> <li>a. More activities from student's union, more staff involvement in student led initiatives, consultation of student's union in strengthening of sense of belonging for everyone in school</li> <li>b. Improvement in student achievement and/or mental health</li> <li>c. A greater sense of pride in our school and our school community increasing the a stronger want to be an active part of our school</li> <li>d. Admin know students' names and understand</li> </ol> </li> </ol>
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	<p>collectively develop personalized supports.</p> <ul style="list-style-type: none"> <li>f. Admin is highly visible to students and engaged in connecting with them on personal levels (morning greeting, attending events)</li> <li>g. One-on-one meetings to discuss students' pathways and how to get where they want to go in both high school achievement and onto post-secondary.</li> <li>h. Evaluate, through student survey and staff engagement, the obstacles our building presents to building community and having connection. Explore options for making the building a more inviting and welcoming space for all based on feedback.</li> <li>i. Increase opportunities for volunteerism and citizenship for both our students and parents through our Blue &amp; Gold Society</li> </ul> <p>5. Staff Wellness Day</p>	<p>the background of a wide range of students.</p> <ul style="list-style-type: none"> <li>e. Students and staff who have a sense of pride in their surroundings and their accomplishments are driven to achieve high levels as a result of that pride.</li> <li>f. Having admin be more connected and a stronger presence will allow staff and students to focus more on their learning</li> </ul>
<b>Areas of Focus</b>	<b>Strategies</b>	<b>Measurements for Success</b>
Ensuring High Levels of Learning for All Students	<ol style="list-style-type: none"> <li>1. Creation of a two committee approach for the Education Plan; there will be a "Learning Committee". All staff will choose one committee, and our non-instructional days will evolve throughout the year to ensure that our committees will have time to work</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence for #1: <ul style="list-style-type: none"> <li>a. Committee List of Members</li> <li>b. Creation of goals and strategies by Committee</li> <li>c. Collection of documents, data, surveys available for use</li> </ul> </li> </ol>

	<p>on the projects and goals that are set.</p> <ol style="list-style-type: none"> <li>a. Committees will review the student and parent data that was collected in 2023 in our surveys to drive direction.</li> <li>b. Surveys will be reviewed and annual collection will occur.</li> </ol> <ol style="list-style-type: none"> <li>2. Development of a report card to share with stakeholders the work being done at FMHS.</li> <li>3. Staff use inquiry-informed professional growth plans using the WRSD PLE with the purpose of ensuring high levels of learning for all students       <ol style="list-style-type: none"> <li>a. Observation expectations for admin during classroom visits</li> <li>b. Process to ensure that PGP is connected to professional learning, the WRSD PLE, the FMHS Education Plan, FMHS PLCs and ensuring high levels of learning for all students</li> </ol> </li> <li>4. To be finalized with Committee: Professional Learning Communities using the WRSD PLE with the purpose of ensuring high levels of learning for all students       <ol style="list-style-type: none"> <li>a. Each PLC to develop goals and to develop strategies and measurement of success</li> <li>b. Evidence and data are generated in order to build upon or contribute to existing knowledge as well as to integrate recent research findings into the practices of the school</li> <li>c. Admin meets with PLCs/teachers to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups)</li> <li>d. Scope and sequence of what a student should be able to do at each grade level (Diploma exams) and detailed discussion on the curriculum by identifying key outcomes and categorizing these outcomes as primary or secondary.</li> <li>e. Collaborate on high quality instructional</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Evidence for #2:       <ol style="list-style-type: none"> <li>a. Report Card: Ensuring High Levels of Learning for All Students at FMHS</li> </ol> </li> <li>3. Evidence for #3:       <ol style="list-style-type: none"> <li>a. Increased number of intentional classroom observations based on watching for PGP goals and teacher requested feedback areas</li> <li>b. Continued use of a PGP process with FMHS documents for staff as they create their annual PGPs and we have <a href="#">monthly teacher professional learning conversations</a></li> </ol> </li> <li>4. To be finalized with Committee: Evidence for #4:       <ol style="list-style-type: none"> <li>a. Goals and Data for each PLC (department to move this ed plan forward).</li> <li>b. Documentation of meetings, data, etc as goals developed by each PLC to guide high impact learning strategies in the classroom</li> <li>c. Development of scope and sequence documents for each PLC department</li> <li>d. Implementation of a Teacher Advisory for consultation between Administration and Teachers for long-term planning and school advancement purposes</li> </ol> </li> <li>5. To be finalized with Committee: Evidence for #5:       <ol style="list-style-type: none"> <li>a. Intentional and purposeful instruction</li> <li>b. Not leaving things to chance</li> <li>c. Inspiring students</li> <li>d. Building connections</li> <li>e. Hold students accountable in a supportive manner</li> </ol> </li> <li>6. To be finalized with Committee: Evidence for #6:       <ol style="list-style-type: none"> <li>a. Increased number of classroom observations; documented in an open space so all teachers can see the number of visits</li> <li>b. Continued use <a href="#">of staff inventory</a> based on the WRSD PLE and classroom observation data. One per teacher and updated to document each staff's inventory as information and reflection becomes available from observations and reflective conversations.</li> </ol> </li> </ol>
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	<p>practices in PLCs</p> <ol style="list-style-type: none"> <li>5. To be finalized with Committee: Ensuring that all staff are balanced between the Maslow Ring and Learning Ring</li> <li>6. To be finalized with Committee: Frequent, purposeful, focused classroom observations that are aligned with the professional growth plan process using the WRSD PLE with the purpose of ensuring high levels of learning for all students</li> <li>7. To be finalized with Committee: Regular reflective conversations integrating evidence-based questions into daily interactions between the principal and teacher using the WRSD PLE with the purpose of ensuring high levels of learning for all students</li> <li>8. To be finalized with Committee: Regular reflective conversations integrating evidence-based questions into daily interactions between teacher and teacher, and teacher and student using the WRSD PLE with the purpose of ensuring high levels of learning for all students</li> <li>9. To be finalized with Committee: Other strategies: <ol style="list-style-type: none"> <li>a. Use of <a href="#">High Impact Strategies</a> and <a href="#">Thinking Strategies</a> in classrooms</li> <li>b. Continues use of FMHS Professional Learning Committee for staff to be involved in school organized professional learning</li> <li>c. Finding PD focused on writing for both English and Social Studies.</li> <li>d. Encourage and promote attendance at Alberta Education PD functions</li> <li>e. Finding PD and mentoring options so teachers feel comfortable with new curriculum delivery models.</li> <li>f. Encourage student ownership of course material by mentoring and modeling how to use assessment to further their learning.</li> <li>g. Personalized supports for teachers based on learning conversations and walkthroughs.</li> <li>h. Investigate ways to engage students in their own learning - how to make it more</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>7. To be finalized with Committee: Evidence for #7: <ol style="list-style-type: none"> <li>a. <a href="#">Increased number of reflective conversations between admin and teachers</a></li> </ol> </li> <li>5. To be finalized with Committee: Evidence for #8: <ol style="list-style-type: none"> <li>a. Development of a process for departments to enable more reflective conversations amongst colleagues</li> </ol> </li> <li>6. To be finalized with Committee: Evidence for #9: <ol style="list-style-type: none"> <li>a. Increased access to professional learning opportunities</li> <li>b. Anecdotal records from teachers as part of goal achievement</li> </ol> </li> <li>7. Evidence for Ensuring High Levels of Learning for All Students <ol style="list-style-type: none"> <li>a. Success of the above strategies will also be determined using qualitative measures such as course passes vs course fails, diploma exam results, provincial achievement test results, accountability pillar data, and student/parent survey data. (Once staff meet in the fall to discuss the data which we want to collect and analyze, we will update this section with more specific information).</li> </ol> </li> </ol>
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	<p>interesting</p> <p>i. Teachers who teach diploma exams will be strongly encouraged to register for a field test as part of their student evaluation or as part of their student review package.</p>	
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### 2023-2024 Professional Development Plan

Date	Plan	CAAMSE Staff Attendance
August 21-22	Optional Summer Institute <ul style="list-style-type: none"> <li>Supporting Individuals through Valued Attachments (SIVA) in DV</li> </ul>	
August 23-24	Start Up Administrator Conference	School Leaders
August 29	These 3 days will be school set schedules to best fit their needs in the areas of: <ul style="list-style-type: none"> <li>Teacher Growth Plan Time</li> <li>Collaborative Response</li> <li>School Based Professional Learning</li> <li>Organizational Tasks and Meetings</li> <li>Complex Needs Transitions</li> </ul>	ASI, AS II, SBC & SDLF
August 30		All CAAMSE
September 1		All CAAMSE
	FMHS Plans: TBD but includes Ed Plan Committee Work	
August 31	<b>Division Day:</b> Understanding the Spirit and Intent of the Treaties and Agreements	All CAAMSE
September 25	<b>School Based Day:</b> IPP Writing at FMHS	All CAAMSE
October 20	<b>School Based Day:</b> FMHS Plans - TBD but includes Ed Plan Committee Work	EA, VA, FWW, FWWA, SLPA, LCF, LT
November 24	<b>School Based Day:</b> FMHS Plans - TBD but includes Ed Plan Committee Work	

February 2	<b>School Based Day:</b> FMHS Plans - TBD but includes Ed Plan Committee Work	All CAAMSE
February 8 & 9	<a href="#">North Teachers' Convention (ATA)</a>	
March 8	<b>School Based Day:</b> IPP Writing at FMHS Support Staff Conference	All CAAMSE
April 19	<b>7-12 School Based Day:</b> FMHS Plans - TBD but includes Ed Plan Committee Work	
May 17	<b>School Based Day:</b> FMHS Plans - TBD but includes Ed Plan Committee Work	
June 7	<b>School Based Day</b> Transition Focus	EA, VA, FWW, FWVA, SLPA, LCF, LT
June 27	<b>Organizational Day</b>	ASI, AS II, SBC & SDLF

School Based Professional Learning Days will be organized and planned by the Ed Plan Committees, composed of all staff.

FMHS will include school professional development opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Specific sessions and dates are yet to be determined.

### **Stakeholder Involvement**

- This Education Plan was shared with the FMHS School Council on 1 June 2023.
- Students and Staff will provide very specific data for this assurance model throughout the school year as part of the strategies and indicators for success.
- The FMHS School Council will be additionally involved in the implementation and review of this document, goals and strategies throughout the 2023-2024 school year.