



Frank Maddock High School

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“A Warrior Rises Above All Others”

2025-2026 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

4912 – 43 Street,
Rocky Mountain House, Alberta
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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 Art, Autobody, Computer Technology, Construction, Cosmetology, Drama, Fabrication, Foods, French, Indigenous Education Studies, Leadership, Mechanics, Outdoor Education, Personal Fitness, Psychology and Student-Directed Learning and Leadership.
- Off-Campus Programs include Work Experience, Green Certificate, Fire Department Training, 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, 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.

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; FMHS survey data from students and parents; 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 **inquiry question** is:

THROUGH THE IMPLEMENTATION OF THE COLLABORATIVE RESPONSE MINDSET WITHIN
PROFESSIONAL LEARNING COMMUNITIES, HOW DO WE BEST SUPPORT STUDENTS TO ENSURE THEIR
SUCCESSFUL FUTURE IN AND BEYOND HIGH SCHOOL?

At FMHS, we have determined two key areas to emphasize in order to ensure that the FMHS team is supporting students for their successful future in and beyond high school:

1. Enhancing the Sense of Belonging for Everyone at FMHS
2. Ensuring Academic Success for Each Student

Area of Focus	Strategies	Measurements for Success
Enhancing the Sense of	1. Collaborative Response Mindset: a. Working with Kurtis Hewson, FMHS staff	1. Evidence for #1 and #2: a. Creation of goals and strategies

Belonging for Everyone at FMHS	will learn and orient with Collaborative Response Mindset to develop a plan and process that works within the FMHS context 2. Goal Setting a. Within the PLCs and Collaborative Response Time, we utilize student and parent data that was collected in 2023, 2024, and 2025 in our surveys to drive direction and goal setting. b. Surveys will be reviewed and annual collection will occur. c. AERR and Student Survey Results show that FMHS needs to emphasize student engagement, citizenship, parental involvement, and education quality. Goals and strategies will be geared towards these areas. 3. Attendance a. Review of the FMHS Attendance supports and continued development of additional supports for continued success b. Supports provided via FMHS connection coach 4. Development of a report card to share with stakeholders the work being done at FMHS. 5. Weaving Indigenous Ways of Knowing and Being into our classrooms a. Teachers working directly with the WRSD IET to develop one outcome where there is team teaching with IET/Elders and Teachers to provide a Western and Indigenous perspective for the specific outcome. Teachers will choose one outcome for one course and develop a lesson with the IET to teach during the school year. 6. Increase communication and connection with FMHS stakeholders and the community of Drayton Valley a. Admin will support and promote staff taking the lead on different projects to grow our	b. Collection of documents, data, surveys available for use 2. Evidence for #3: a. Improvement of school attendance data 3. Evidence for #4: a. Report Card: Enhancing the Sense of Belonging for Everyone at FMHS 4. Evidence for #5 a. One specific lesson for each teacher with direct collaboration with WRSD IET. 5. Evidence for #6: a. Increased number of postings on FMHS Social Media Platforms b. Have an increase in the areas of citizenship and parental involvement on this and the next 3YEP and AERR. 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. d. Staff and students taking initiative to create new opportunities for connection and community in the building 6. Evidence for #7: 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 b. Improvement in student achievement and/or mental health 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 d. Admin know students' names and understand the background of a wide range of students. 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.
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	school community. b. Promote and highlight the accomplishments and volunteerism of our students to the community. c. Leadership opportunities will be provided through our leadership class, student council, and Blue & Gold Society. 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. 7. Emphasizing connections, relationships, a sense of belonging and wellness for all at FMHS a. Increased involvement of Student Council in School Culture b. Display work of students throughout the school. c. Engage in discussions and explore scenarios of "seeking first to understand" d. Re-evaluate our CRM Model/PLC to ensure it fits as a way to identify student needs and collectively develop personalized supports. e. 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. f. 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. g. Increase opportunities for volunteerism and citizenship for both our students and parents through our Blue & Gold Society	f. Having admin be more connected and a stronger presence will allow staff and students to focus more on their learning
Areas of	Strategies	Measurements for Success

Focus		
Ensuring Academic Success for Each Student	1. Collaborative Response Mindset: a. Working with Kurtis Hewson, FMHS staff will learn and orient with Collaborative Response Mindset to develop a plan and process that works within the FMHS context 2. Goal Setting a. Within the PLCs and Collaborative Response Time, we utilize student and parent data that was collected in 2023, 2024, and 2025 in our surveys to drive direction and goal setting. b. Surveys will be reviewed and annual collection will occur. c. AERR and Student Survey Results show that FMHS needs to emphasize student engagement, citizenship, parental involvement, and education quality. Goals and strategies will be geared towards these areas. 3. Attendance a. Review of the FMHS Attendance supports and continued development of additional supports for continued success b. Supports provided via FMHS connection coach 4. Development of a report card to share with stakeholders the work being done at FMHS. 5. Review of Course/Diploma Options for Grades 9 and 12 a. Review of other schools programming of a mid-semester -2 Diploma and an end of semester -1 Diploma as one course for students to determine feasibility and interest for FMHS b. Review of other school grade 9 programming to see if there are better options to support students as they transition from middle school to high	1. Evidence for #1 and #2: a. Creation of goals and strategies b. Collection of documents, data, surveys available for use 2. Evidence for #3: a. Improvement of school attendance data 3. Evidence for #4: a. Report Card: Ensuring High Levels of Learning for All Students at FMHS 4. Evidence for #5 a. Possible Course provisions for 2026-2027 5. Evidence for #6: a. Increased number of intentional classroom observations based on watching for PGP goals and teacher requested feedback areas b. Continued use of a PGP process with FMHS documents for staff as they create their annual PGPs and we have monthly teacher professional learning conversations 6. Evidence for #7: a. Goals and Data for each PLC (department to move this ed plan forward). b. Documentation of meetings, data, etc as goals developed by each PLC to guide high impact learning strategies in the classroom c. Development of scope and sequence documents for each PLC department d. Implementation of a Teacher Advisory for consultation between Administration and Teachers for long-term planning and school advancement purposes 7. Evidence for #8: a. Intentional and purposeful instruction b. Not leaving things to chance c. Inspiring students d. Building connections e. Hold students accountable in a supportive manner

	school while at Maddock for Grade 9 6. Staff use inquiry-informed professional growth plans using the WRSD PLE with the purpose of ensuring high levels of learning for all students a. Observation expectations for admin during classroom visits 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 7. Professional Learning Communities using the WRSD PLE with the purpose of ensuring high levels of learning for all students a. Each PLC to develop goals and to develop strategies and measurement of success 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 c. Admin meets with PLCs/teachers to facilitate the analysis of macro data (SLAs, PATs, DIPs, Acct Pillar, Rutherford data, Literacy Screen, focus groups) 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. e. Collaborate on high quality instructional practices in PLCs 8. Ensuring that all staff are balanced between the Maslow Ring and Learning Ring 9. 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	8. Evidence for #9: a. Increased number of classroom observations; documented in an open space so all teachers can see the number of visits b. Continued use <u>of staff inventory</u> 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. 9. Evidence for #10: a. <u>Increased number of reflective conversations between admin and teachers</u> 7. Evidence for #11: a. Development of a process for departments to enable more reflective conversations amongst colleagues 8. Evidence for #12: a. Increased access to professional learning opportunities b. Anecdotal records from teachers as part of goal achievement 9. Evidence for Ensuring High Levels of Learning for All Students 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).
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	10. 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 11. 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 12. Other strategies: a. Use of High Impact Strategies and Thinking Strategies in classrooms b. Continues use of FMHS Professional Learning Committee for staff to be involved in school organized professional learning c. Finding PD focused on writing for both English and Social Studies. d. Encourage and promote attendance at Alberta Education PD functions e. Finding PD and mentoring options so teachers feel comfortable with new curriculum delivery models. f. Encourage student ownership of course material by mentoring and modeling how to use assessment to further their learning. g. Personalized supports for teachers based on learning conversations and walkthroughs. h. Investigate ways to engage students in their own learning - how to make it more interesting 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.	
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2025-2026 Professional Development Plan

The majority of the non-instructional days should include time for staff to work through Collaborative Response for their students. If schools have embedded CR time in their timetables, this may allow for additional professional learning time.

 PD 2025.pdf Indigenous Education offerings

[DRAFT Inclusive Education PD Learning Plan](#)

Professional Learning Days:	Description:	Staff Attendance
August 25		ASII, SBC, Teachers
August 26	AM: Pilot 7-10 Curriculum Teachers (7-9 Math, 7-9 SS, 7-9 PEW) in RMH	ASII, SBC, Teachers
August 27	New Teachers District Day	ASII, SBC, Teachers
August 28	New EA Cohort (Afternoon 1:00 - 3:30)	All CAAMSE, Teachers
August 29	Public Schools Works (PM)	All CAAMSE, Teachers
September 19	am: Kurtis Hewson at FMHS pm: IPP writing at FMHS	All CAAMSE, Teachers
October 24		EA, VA, FWW, SLPA, LCF, LT, SDLF, Connection Coach, Teachers
November 21		EA, VA, FWW, SLPA, LCF, LT, SDLF, Connection Coach, Teachers
February 4	Am or pm: Relational Anti-Racism in Indigenous Education with IET and DVCOS	Teachers
February 5 & 6	North Teachers' Convention (ATA)	Teachers
March 13		All CAAMSE, Teachers

April 24	Junior High/High School New Curriculum Implementation 7-9 Math, SS, PEW Full implementation 10 SS, 7-9 ELAL, FILAL, Science Pilot - other subjects TBD	Teachers
May 15		EA, VA, FWW, SLPA, LCF, LT, SDLF, Connection Coach, Teachers
June 5		EA, VA, FWW, SLPA, LCF, LT, SDLF, Connection Coach, Teachers
June 24	Organizational Day	ASII, SBC, Teachers
June 25	Organizational Day	ASII, SBC, Teachers

Stakeholder Involvement

- FMHS School Council was consulted on DATE regarding areas of priority and suggestions for inclusion within this plan as the final strategies were not specifically developed for DATE. At the time, it was requested by parents that the areas of priority from student and parent surveys be included and addressed within the plan for 2025-2026.
- 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.
- In DATE, the FMHS School Council will be reviewing the specific action plan that is developed over the Summer of 2024 for preparation for 2025-2026.