



# ASSURANCE PLAN 2023-2024

**Amisk School:**



## Message from the Principal

Amisk School is a primary school serving students in kindergarten through grade three. At our school, our focus is on building a strong foundation in literacy and numeracy, to ensure that our students are ready and eager for a lifetime of reading and learning. At Amisk School, we feel that our mission is to educate the whole child, to help them become the best version of themselves possible. Because of this, we place a keen emphasis on fostering the development of strong values and independent thinking in our students, and building a solid sense of community within our walls and beyond.

Becky West  
Principal

# ABOUT AMISK SCHOOL

## Mission:

The mission of our school is to guide our students to achieving a successful education in a caring, safe and enriched environment.

## Mantra:

I Can..... You Can..... We Can..... Succeed!

## Values:

- Amisk School provides students with a safe and secure learning environment.
- Amisk School aims at academic excellence for students at all abilities but also provides students with a variety of opportunities.
- Amisk School emphasizes basic learning skills and strives to create high, but realistic, expectations for students.
- Amisk School helps students maintain a sense of self-worth through positive learning experiences.
- Amisk School aims at students developing independent thought and a sense of responsibility.
- Amisk School encourages an active and healthy lifestyle.

## School Profile:

Amisk School is a primary school with four single graded classes from grades ECS-3. We offer a full range of programs following the Alberta Learning curriculum. The students are supported by a number of teaching assistants, with everyone working to help students succeed. Programming is developed collaboratively, with an emphasis on early literacy and numeracy. Staff members continually attend professional development activities to increase their knowledge and understanding of new curricula and programs. Students throughout the school enjoy physical education classes five times a week, as well as art, music and drama.

Amisk School is located in the Village of Amisk - serving the communities of Amisk, Hughenden, Czar and Metiskow. Amisk boasts access to skating, curling, bowling, and golf facilities, libraries, a dance academy and 3 well maintained community halls. Nearby Shorncliffe Lake Provincial Park offers the chance for recreational boating and swimming in the summer months, and is ideal for snowshoeing, cross-country skiing and wildlife viewing in the winter time. The Village of Amisk has housing available at very reasonable rates and is a 15 minute drive to Hardisty (which is a central oil hub for many established oil companies) or a 30 minute drive to Wainwright.

## PRIORITY ONE: Supporting Learning Success for All Students



**Outcome:** Students are prepared for the life after K-12

### Strategies

Support and expand programming and robust learning experiences - in the classroom, online and in the

### Measures

#### Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning

	<p>community.</p> <hr/> <p>Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.</p>	<p>Engagement</p> <ul style="list-style-type: none"> <li>• Education Quality</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• OurSchool Survey: <ul style="list-style-type: none"> <li>o Student Engagement</li> <li>o Subject Scores</li> <li>o Intellectual Engagement</li> <li>o Quality of Instruction</li> </ul> </li> <li>• Literacy Screening</li> <li>• Numeracy Testing</li> <li>• Division PD activities</li> <li>• School Learning Plans</li> <li>• Anecdotal Evidence</li> </ul>
<p><b>School Actions</b></p>	<ul style="list-style-type: none"> <li>- Strengthen community partnerships with parents and broader community members through invitations to participate in events like Career Day, Freedom to Read Day, etc.</li> <li>- Partnership with Amisk Downtown Community Library where our grades one through three students visit the library once a month, and the library donates books for our students who are recognized at our monthly assemblies</li> <li>- Build teacher and staff foundational knowledge and comfort level with reconciliation and indigenous learning through our partnership with Etienna Moostoos-Lafferty</li> <li>- Make connections with indigenous community members who are local to our area.</li> <li>- Continue our work with Frances Whitford and Jacqueline Guest (Metis authors)</li> </ul>	
<p><b>Results</b></p>	<p>Amisk school students were involved in opportunities with community members within the school day through career day, yoga, ski trip and Freedom to Read.</p> <p>After school clubs provided opportunities outside of school with the curling club, running club, and the Blue Jays Girls at Bat Program.</p> <p>School staff worked to enhance their foundational knowledge about First Nations, Metis and Inuit through professional learning by Etienna Moostoos-Lafferty.</p> <p>During Orange Shirt Day the students participated in learning presented by BTPS as well as activities within each of their classes.</p> <p>Amisk School and Hughenden School partnered to participate in Indigenous activities for Indigenous Day.</p>	
<p><b>Outcome: Students demonstrate strong numeracy and literacy skills.</b></p>		
<p><b>Strategies</b></p>	<p>Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.</p> <hr/> <p>Develop a data rich culture to support teachers in building students' literacy and numeracy skills across</p>	

	the curriculum.	
<b>School Actions</b>	<ul style="list-style-type: none"> <li>- Focus on improving student capacity in writing through research based professional learning in the area of writing instruction and assessment</li> <li>- Focus on numeracy: continue to use vertical alignment and collaboration to identify gaps in learning, areas for focused whole group (tier 1) instruction and intervention (tier 2)</li> <li>- Use standardized assessments to benchmark student growth in reading, analyze data to develop strategies for intervention and whole group instruction in reading, phonics and phonemic awareness</li> <li>- Collaboration between grade levels to ensure vertical alignment of phonemic awareness, phonics and morphology instruction and learning</li> <li>- Explore the benefits of Lexia Core5 Reading and how it would benefit our struggling readers</li> <li>- New literacy assessment practices aligning with literacy programming</li> </ul>	
<b>Results</b>	<p>Professional learning for new curriculum through BTPS learning days, as well as professional learning for literacy and numeracy in admin meetings.</p> <p>Began using benchmark assessments - STAR Reader, CC3, and Numeracy Assessment.</p> <p>Enhancing curricular content with hands-on, project based activities such as Book Character Day</p> <p>Implementation of Mathology, Heggerty and Secret Stories with Grade K-3.</p>	
<b>Outcome: Students have opportunities for rich learning experiences from highly effective staff.</b>		
<b>Strategies</b>	<p>Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.</p> <hr/> <p>Support strong digital citizenship through a technological rich infrastructure.</p>	
<b>School Actions</b>	<ul style="list-style-type: none"> <li>- Utilize LN to deliver a series of professional learning opportunities to focus on research based writing instructional strategies that align with the new curriculum and support the needs of all learners. These sessions occur at all school based professional learning days: Nov. 6, Feb. 1, Mar. 13, and May 3.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Continue to provide one to one device availability, housed in classrooms, to allow students to build strong digital citizenship skills</li> <li>- Increase our use of Hapara and other Ed Tech tools to increase student engagement and technology skills</li> </ul>	
<b>Results</b>	<p>Teachers and leaders worked to link their professional growth plans with the Teacher Quality Standards and Leadership Quality Standards to ensure that the professional growth is connected to the school and divisional goals.</p> <p>Teachers developed long range plans based on the Alberta curriculum that included outcomes, timeline and assessment practices.</p> <p>Teachers worked collaboratively with the BTPS Innovation Coaches to implement research-based strategies and pedagogy in numeracy using Mathology.</p> <p>Teachers worked collaboratively during PL days with the professional learning opportunities from the division as well as presentations from the Optimal Learning Coach and outside speakers.</p>	

**Assurance Domains:** Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

## PRIORITY TWO: Fostering Safe and Caring Learning Environments



**Outcome:** Students learn in inclusive spaces that are welcoming and caring.

**Strategies**

Ensure all students are valued, safe, and have their diverse needs met.

**Measures**

**Provincial**

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

**Local**

<p><b>School Action</b></p>	<ul style="list-style-type: none"> <li>- Professional development by Zebra Centre on recognizing, responding, and reporting child abuse</li> <li>- Professional development on understanding problematic sexual behaviour and being trauma aware, facilitated through Zebra Centre</li> <li>- Offer whole school activities that focus on building a sense of community and kinship between all students and staff:             <ul style="list-style-type: none"> <li>- Oct: Halloween activities</li> <li>- November: Remembrance Day ceremony</li> <li>- Dec.: Christmas activities</li> <li>- Feb: Valentine activities and 100 Day activities</li> <li>- Mar: school ski trip</li> <li>- April: Easter activities</li> <li>- May: Ranch Rodeo Day</li> <li>- June: school field trip to Ukrainian Village</li> </ul> </li> <li>- Partner with Hughenden Public School throughout the school year to develop collegiality and a sense of connection for both students and staff (indigenous activities, buddy activities throughout the year, HPS curling in Amisk, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• OurSchool Survey:             <ul style="list-style-type: none"> <li>o Social-Emotional</li> <li>o Classroom Context</li> </ul> </li> <li>• Anecdotal Evidence</li> </ul>
<p><b>Results</b></p>	<p>Multiple service providers visit Amisk school such as speech language pathologists, occupational therapists, physical therapists, and educational behaviour consultants.</p> <p>There are multiple opportunities for students and staff to participate in community building activities such as field trips and spirit days. Costs to these activities are kept to a minimum and supplemented for some families to ensure all students are given equal opportunity.</p>	
<p><b>Outcome: Students and staff health and wellness are supported.</b></p>		
<p><b>Strategies</b></p>	<p>Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.</p> <hr/> <p>Provide student health and wellness support through a continuum of supports model.</p>	
<p><b>School Actions</b></p>	<ul style="list-style-type: none"> <li>- Increase use of the BRITE program to bring mental health programming to our students</li> <li>- Build on use of the SEC program to support students with specific needs</li> <li>- Wellness activities for staff at staff meetings and professional learning days</li> <li>- Breakfast program to provide nutritious breakfasts for students twice a week</li> </ul>	



<b>Results</b>	<p>The BRITE program has been actively involved in facilitating classroom programs for all students in K-3 that aid in wellness and self regulation.</p> <p>The SEC attends Amisk school weekly to work with students one-on-one with social-emotional issues.</p> <p>Wellness activities are integrated into staff meetings.</p> <p>Breakfast programs are provided twice a week to help students start their day with a nutritious meal.</p>	
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**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.

<p><b>PRIORITY THREE: Building Strong Collaborations</b></p>	
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<p><b>Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.</b></p>		<p><b>Measures</b></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• Parental Involvement</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• School Council Yearly Reports</li> </ul>
<p><b>Strategies</b></p>	<p>Support and foster learning partnerships that enhance and strengthen learning opportunities.</p> <hr/> <p>Continue to enhance collaboration across the division, with communities and with parents/guardians.</p>	
<p><b>School Action</b></p>	<ul style="list-style-type: none"> <li>- Build a purposeful volunteer program that brings parents, grandparents and community members into the school for specific purposes</li> <li>- Teacher use of the Seesaw program allows parents to have immediate connection to the work their children are doing in class, and to communicate with the teacher as necessary about absences, homework, behaviour, etc.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Through the BRITE program, begin an initiative to connect local seniors with our students in a variety of activities and connection sessions</li> <li>- Collaborate with parent council to ensure that their work also uses the three priorities as a lens to focus their direction</li> <li>- Increase parent engagement through purposeful use of social media accounts to promote in school activities and achievements of students and staff</li> </ul>	
<p><b>Results</b></p>	<p>Amisk School and Hughenden school have worked collaboratively to involve both schools in activities such as Indigenous Day.</p> <p>Social Media has provided more community involvement and engagement in the happenings of Amisk School.</p> <p>Seesaw provides direct contact with families through messaging as well as opportunities to see their progress through learning portfolios.</p> <p>Parent Council (PAC) meet frequently and are involved in decisions within the school as well as providing fundraisers for activities/supplies and field trips for all students.</p>	

**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.