



ASSURANCE PLAN 2025-2026

Amisk School:



Message from the Principal

At Amisk School, we are committed to creating a warm, nurturing environment where our youngest learners can thrive academically, socially, and emotionally. Our goal is to ensure that each child feels safe, cared for, and inspired to reach their full potential. We strive to ensure that every child builds strong foundational skills in reading, writing, and math through engaging, age-appropriate instruction.

Our goals are shaped by the voices of our students, families, staff, and community partners. We recognize that education is most effective when it is a partnership, and we are grateful for the ongoing trust and support of our school community. Together, we are laying the groundwork for confident learners who are ready for the opportunities and challenges ahead.

We are proud of the learning that happens every day at Amisk School, and we look forward to continuing our journey of growth and excellence by always keeping our students at the heart of everything we do.

Jeanene Dewald
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 of 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 to help students develop 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 classes serving students from ECS to Grade 3. Our dedicated staff focus on building strong foundational skills in literacy and numeracy, supporting social-emotional development, and providing inclusive learning opportunities for all students. Through strong partnerships with families and the broader community, we strive to ensure that every child feels valued, challenged, and supported as they grow into confident and curious learners. In addition to core academic learning, students participate in physical education five times a week and enjoy enriching experiences in art, music, and drama.

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 community.

Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

School Actions

- Strengthen community partnerships with parents and broader community members through invitations to participate in events like Career Day, Freedom to Read Day, etc.
- Partnership with the 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
- foster an environment that promotes equity, diversity, and the celebration of differences.
- Build teacher and staff foundational knowledge and comfort level with reconciliation and indigenous learning
- Make connections with indigenous community members who are local to our area.
- Incorporate First Nations, Metis, and Inuit teachings within the classrooms.

Results

Amisk school students were involved in opportunities with community members within the school day through fire safety, career day, yoga, ski trip, ranch rodeo, hatching chicks, grow tower, community breakfast, Teacher's Pet, Terry Fox, and Freedom to Read.

During Orange Shirt Day, the students participated in school-wide learning as well as activities within each of their

Measures

Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

- OurSchool Survey:
 - o Student Engagement
 - o Subject Scores
 - o Intellectual Engagement
 - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence

	<p>classes. Students took part in Indigenous Peoples Day by completing art projects and games.</p> <p>School staff worked to enhance their foundational knowledge about First Nations, Metis, and Inuit through professional learning involving an ATA session about incorporating Indigenous games to teach numeracy.</p> <p>Community members joined our school to participate in grandparent's tea, evening awards, and supper.</p>	
Outcome: Students demonstrate strong numeracy and literacy skills.		
Strategies	<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 the curriculum.</p>	
School Actions	<ul style="list-style-type: none"> - Focus on improving student capacity in writing through research-based professional learning in the area of writing instruction and assessment - 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) - 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 - Collaboration between grade levels to ensure vertical alignment of phonemic awareness, phonics, and morphology instruction and learning - New literacy assessment practices align with literacy programming 	
Results	<p>Professional learning for the new curriculum through BTPS learning days, as well as professional learning involving Lana Laine.</p> <p>Continue using benchmark assessments - STAR Reader, CC3, TOWRE-2, EYE Assessment (Kindergarten), and Numeracy Assessment. Introduction of TOSREC assessment.</p> <p>Enhancing curricular content with hands-on, project-based activities such as Book Character Day, Science in Motion, and Teacher's Pet.</p> <p>Implementation of Mathology, Heggerty, and Secret Stories with Grade K-3.</p>	

	Incorporate setting individualized goals in Accelerated Reader and celebrating student success through special assemblies and events.	
Outcome: Students have opportunities for rich learning experiences from highly effective staff.		
Strategies	<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 technologically rich infrastructure.</p>	
School Actions	<ul style="list-style-type: none"> - curriculum and support the needs of all learners. These sessions occur at all school-based professional learning days: Aug. 26, Nov. 13, Jan. 29, and Mar. 27 - Continue to work on aligning our professional growth plans, long-range plans, and lesson plans to the school and division goals. Ensure that the professional growth plans are connected to the TQS and LQS. - Continue to provide one-to-one device availability, housed in classrooms, to allow students to build strong digital citizenship skills - Increase our use of instructional strategies to increase student engagement and learning. - Incorporate coding and robotics into learning activities. - Leverage the use of Seesaw as not only a communication tool but a learning tool as well. 	
Results	<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, a timeline, and assessment practices.</p> <p>Observations of teachers were done by the administration to ensure that research-based strategies and pedagogy were being operationalized in the classrooms.</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, Lana Laine, and the ATA presenter.</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.

School Action

- Offer whole school activities that focus on building a sense of community and kinship between all students and staff.
- Provide a range of in-school supports in collaboration with outside services to ensure students are learning in inclusive spaces.
- Partner with Hughenden Public School throughout the school year to develop collegiality and a sense of connection for both students and staff (Presentations, Christmas Thrift Shop, art collaboration, and buddy activities throughout the year).
- Incorporating flexible learning spaces to facilitate learning needs

Results

Multiple service providers visit Amisk school, such as speech language pathologists, occupational therapists, physical therapists, and educational behaviour consultants.

Certified Staff training in Violent Risk and Threat Assessment and SIVA Training, as well as First Aid Certification

Individual Support Plans are fluid and developed as the students develop

There are multiple opportunities for students and staff to

Measures

Provincial

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

Local

- OurSchool Survey:
 - o Social-Emotional
 - o Classroom Context
- Anecdotal Evidence

	<p>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>Students are given opportunities to demonstrate leadership through emceeing at award ceremonies such as the monthly Basket of Greatness and the year-end award ceremony. Students are recognized for demonstrating improved academics, understanding of virtues learned, and achievement of goals set.</p> <p>Cub coupons are given to students who show positive behaviours that encompass a welcoming, safe, and caring learning environment.</p>	
Outcome: Students and staff health and wellness are supported.		
Strategies	<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 support model.</p>	
School Actions	<ul style="list-style-type: none"> - Increase the use of the WOW program to bring mental health programming to our students - Build on the use of the SEC program to support students with specific needs - Breakfast program to provide nutritious breakfasts for students three times a week - The hot lunch program is offered once a week - Incorporation of values/virtues each month - Use our health and wellness champion/committee, outside services, and cross-curricular opportunities to support the health and wellness of students and staff 	
Results	<p>The BRITE program provided programming, education, support, and awareness to all students and families in all areas of wellness in order to help reach each student's wellness potential.</p> <p>The SEC attends Amisk school weekly to work with students one-on-one on social-emotional issues.</p> <p>Wellness activities are integrated into staff meetings, soup lunches, and secret Santa exchanges.</p> <p>Breakfast programs are provided twice a week to help students start their day with a nutritious meal.</p>	

PRIORITY THREE: Building Strong Collaborations



Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.

Strategies

Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

School Action

- Build a purposeful volunteer program that brings parents, grandparents, and community members into the school for specific purposes
- Teachers 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.
- Through the WOW program, begin an initiative to connect with Hughenden School to collaborate on projects
- Collaborate with the parent council to ensure that their work also uses the three priorities as a lens to focus their direction
- Increase parent engagement through the purposeful use of social media accounts to promote in-school activities and achievements of students and staff

Results

Amisk School and Hughenden School have worked collaboratively to involve both schools in activities such as Christmas shopping and high school buddy activities.

Amisk school partnered with Amisk Downtown library, Hughenden Thrift Shop, local businesses, and hosted events including meals, Student-Led Conferences, Open house, Christmas concert, awards day, gym programs at the curling/skating rink.

Measures

Provincial

- Parental Involvement

Local

- School Council Yearly Reports

	<p>Community support in providing hot lunch opportunities for students throughout the year.</p> <p>Social Media has provided more community involvement and engagement in the happenings of Amisk School alongside the monthly school newsletter.</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>	
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Assurance Domains: Learning Supports, Local and Societal Context, Governance.