



ASSURANCE PLAN 2024-2025

Amisk School:



Message from the Principal

Amisk School is a primary school serving students in kindergarten through grade three. 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.

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 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"> • Education Quality <p>Local</p> <ul style="list-style-type: none"> • OurSchool Survey: <ul style="list-style-type: none"> 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>School Actions</p>	<ul style="list-style-type: none"> - 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 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. 	
<p>Results</p>	<p>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.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><i>Freedom to Read Day</i></p> </div> <div style="text-align: center;">  <p><i>Fire Safety</i></p> </div> </div>	



Career Day



Terry Fox Run



Ranch Rodeo Day



Teacher's Pet



Hatching Chicks



Grow Tower Plants



Village Clean Up



Water Fun Day with the Fire Department

After school clubs provided opportunities outside of school with the curling club, running club, and the Blue Jays Girls at Bat Program.



Curling Club



Girls at Bat

During Orange Shirt Day the students participated in learning presented by BTPS as well as activities within each of their classes. Students took part in Indigenous Peoples Day by completing art projects and games. Amisk School hosted a workshop with a Metis fiddler duo.



Brianna Lizotte



Making Bannock on Indigenous Day with Family Members



Metis Workshop



Orange Shirt Day

School staff worked to enhance their foundational knowledge about First Nations, Metis and Inuit through professional learning at Blue Quills.

Community members joined our school to participate in grandparent's tea, Farmer's Market, evening awards and supper.



Cub Coupon Receptient

Outcome: Students demonstrate strong numeracy and literacy skills.

Strategies

Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

School Actions

- 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 aligning with literacy programming

Results

Professional learning for new curriculum through BTPS learning days, as well as professional learning for literacy and numeracy in admin meetings.

Continue using benchmark assessments - STAR Reader, CC3, and Numeracy Assessment. Introduce TOWRE-2 assessment.

Enhancing curricular content with hands-on, project based

activities such as Book Character Day, Science in Motion, Teacher's Pet, and Farmer's Market



Literacy Week



Science in Motion



Amisk School Farmer's Market

Implementation of Mathology, Heggerty and Secret Stories with Grade K-3.

Incorporate setting individualized goals in accelerated reader and celebrating student success through special assemblies and events.



Accelerated Reader Assemblies and Activities

Outcome: Students have opportunities for rich learning experiences from highly effective staff.

Strategies

Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

School Actions

- 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: Aug. 29, Nov. 14, Jan. 30, and Mar. 28
- 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.

Results

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.

Teachers developed long range plans based on the Alberta curriculum that included outcomes, timeline and assessment practices.

Observations of teachers were done by administration to ensure that research-based strategies and pedagogy was being operationalized in the classrooms.



Hands-on Science

Teachers worked collaboratively with the BTPS Innovation Coaches to implement research-based strategies and pedagogy in numeracy using Mathology.



Pattern Bracelets



Ukraine Day

Teachers worked collaboratively during PL days with the professional learning opportunities from the division as well as presentations from the Optimal Learning Coach and Lana Laine.

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

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

Local

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

Results

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

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.



Year-end Field Trip to Ukrainian Village



K-3 Ski Trip at Alliance Valley Ski Hill



Christmas Shopping at Hughenden Thrift Shop with Hughenden School

Students are given opportunities to demonstrate leadership through emceeing at award ceremonies such as the monthly Basket of Greatness and year-end award ceremony. Students are recognized for demonstrating improved academics, understanding of virtues learned and achievement of goals set.



Basket of Greatness Assembly

Cub coupon are given to students who show positive behaviours that encompass a welcoming, safe and caring learning environment.

Outcome: Students and staff health and wellness are supported.

Strategies

Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

Provide student health and wellness support through a continuum of supports model.

School Actions

- Increase use of the BRITE program to bring mental health programming to our students
- Build on use of the SEC program to support students with specific needs
- Wellness activities for staff at staff meetings and professional learning days
- Breakfast program to provide nutritious breakfasts for students twice a week

Results

The BRITE program provides 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.



BRITE Superflex Program



BRITE Collaboration with Hughenden Art Class

The SEC attends Amisk school weekly to work with students one-on-one with social-emotional issues.

Wellness activities are integrated into staff meetings, soup lunches and secret Santa exchanges.



Staff Appreciation and Soup Lunch

Breakfast programs are provided twice a week to help students start their day with a nutritious meal.



Community Breakfast

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

PRIORITY THREE: Building Strong Collaborations



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

- Measures**
- Provincial**
- Parental Involvement
- Local**
- School Council Yearly Reports

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
- 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.
- Through the BRITE program, begin an initiative to connect with Hughenden school to collaborate on projects
- Collaborate with parent council to ensure that their work also uses the three priorities as a lens to focus their direction
- Increase parent engagement through 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 Fire Safety, Christmas shopping, Highschool buddy activities.

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



Amisk Public Library Visits



Award's Day Lunch



Skating in gym at Amisk Skating Rink



Student-Led Conferences

Community support in providing hot lunch opportunities for students throughout the year.

Social Media has provided more community involvement and engagement in the happenings of Amisk School along side the monthly school newsletter.

Seesaw provides direct contact with families through messaging as well as opportunities to see their progress through learning portfolios.



Students engaged in Seesaw

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.



PAC serving supper to our school community

