



*Supporting Low German Mennonite Learners,  
Faith Based, Alternative Programming*

*FISH! Philosophy*

*Play, Be There, Choose Your Attitude, Make Their Day*

## John Davidson School Education Plan 2024-2025 Assurance Framework (June 2024)

### OUR VISION

Children are our future. Our staff is committed to supporting each student to reach their highest level of success in a positive, engaging, goal-oriented, faith-based learning environment.

### OUR MISSION

John Davidson School staff encourage and support students to be confident, knowledgeable, responsible, positive contributing citizens and learners in a diverse, dynamic world. At our school, we follow the principles and pillars of the FISH! Philosophy. We will **Be There, Choose Our Attitudes, Play, and Make Their Day** in everything we do. Our students will strive to become increasingly respectful, responsible, contributing, and successful Canadian citizens.

## **John Davidson's School Continued Shift from Accountability to Assurance**

John Davidson School, in alignment with Alberta Education's Assurance Framework, has a responsibility to outline annual priorities at the school level. The Assurance Framework is designed to ensure education authorities and schools build and enhance public trust in the education system. The guiding principles, domains, and processes the education system has in place are intended to afford schools the opportunity to demonstrate that it is meeting the needs of students and that they are successful within the school setting.

We encourage our stakeholders, and will strive in partnership and collaboration with them, to engage across the five domains of: student growth and achievement; teaching and leading; learning supports; governance; and local and societal contexts. With support from our division team, John Davidson School is committed to the development of a high-quality Education Plan and in showcasing the Annual Results Report. These two documents will demonstrate planning, monitoring results, assessing progress and adapting future plans, all of which have the goal of providing assurance to the community we serve and the public as a whole.

Alberta Education has grounded this approach within the philosophy of a "continuous improvement cycle". The continuous improvement cycle is embedded in the plan as we continue to evaluate, collect feedback, improve and optimize student learning. Palliser School Division's priorities in wellness, literacy and numeracy drive the focus for John Davidson's school-based Education Plans, which are grounded in research-based practices that respond to student needs. The key components of the improvement cycle include:

**Explore:** Involves accessing, analyzing, and interpreting accurate and relevant data and, identifying and understanding an issue, concern, or problem. *Key question: What is going on here?*

**Develop:** Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner-centered problem/challenge; and developing an action plan. *Key question: What needs to be improved? How?*

**Take action:** Involves learning as you implement the plan and making adjustments through formative feedback. *Key question: How are we 'actioning' the plan?*

**Evaluate:** Involves evaluating the impact of the plan. *Key question: Did our planned strategies have the desired outcomes? What next?*

**Evidence-informed decision-making:** In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

**Engagement:** Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

**Learning and Capacity Building:** In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

## **FOURTEEN ELEMENTS TO PROVIDE ASSURANCE**

(Also known as our desired states)

### **Within the Domain of Student Growth and Achievement**

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

### **Within the Domain of Teaching and Leading**

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

### **Within the Domain of Learning Supports**

1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners, ie Occupational Therapists, Physiotherapists, Speech and Language Pathologists, Teachers for Students with Visual Impairment, in order to develop both programming and physical infrastructure to support and enhance student learning.

### **Within the Domain of Governance**

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners.

### **Within the Domain of Attending to Local and Societal Context.**

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations, and diverse cultural, social and economic circumstances of all students.

**Palliser School Division Priorities are:**

**GOAL #1:**

**All Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.**

**GOAL #2:**

**All Palliser students will engage with the foundational elements supporting wellbeing to provide them with the tools and confidence to live a healthy life.**

These goals align with those established by Alberta Education.

- Our students are successful.
- First Nations, Metis and Inuit students are successful.
- Our system is inclusive.
- We have excellent teachers, school and school authority leaders.
- Our system is well-governed and managed.

John Davidson School's priorities closely align with the jurisdiction's focus. Our school is very blessed to have a wealth of expertise at the senior administrative and divisional level. Ongoing and regular support is made available to school staff. This occurs in a variety of ways, including, but not limited to: professional development, meetings, community building, expert presenters, collaborative opportunities, and accessible leaders in each area.

We at John Davidson like to call ourselves a FISH! School, and we strive to embody the pillars and principles of the FISH! Philosophy to inspire and teach each other, while strengthening trust, teamwork, and engagement.

## What is FISH!?



**MORALE**  
Unlock the motivation and energy that's already inside you.



**ENGAGEMENT**  
Connecting to others starts with this simple act.



**EFFECTIVENESS**  
Enjoy every moment and you will think and perform more effectively.



**TEAMWORK**  
Build trust by turning focus towards others.

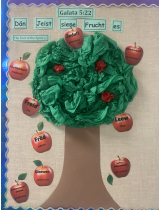


Catch the Energy. Release the Potential.

Source: <https://fishphilosophy.com/>


<p><b>Assurance Focus 1</b></p> <p>To grow and strengthen literacy learning through high quality teaching and visible learning in cross curricular areas, infusing literacy throughout. Specific emphasis on the following skills: vocabulary growth (improving personal word banks), comprehension, reading and writing progress from current levels. These skills should be transferable creating better communication in contexts both inside and outside of school.</p>	<p><b>Desired State(s):</b></p> <p>Students will be exposed to prescribed provincial learning outcomes, demonstrating strengths and growth in literacy.</p> <p>Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.</p> <p>Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.</p> <p>Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p> <p>Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.</p>
---	---

	Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.
<b>Domain(s)</b>	<b>1. Student Growth and Achievement 2. Teaching and Leading</b>
<b>Review Date(s)</b>	<b>Ongoing</b>
<b>Focus</b>	<b>K-12</b>

<b>Strategies to achieve the Desired States:</b>	<b>Professional Learning to Support Capacity Building</b>	<b>Indicators of Success</b>	<b>What data will we use to inform our work?</b>
<p>Exposure to different types of writing including personal narratives, fictional writing, how-to writing, persuasive writing, and report writing. Feedback provided from teachers and peers.</p> <p>German teaching staff work with Language Arts teachers to share best practices, differentiated approaches to support all learning styles</p>	<p>New Palliser literacy assessment designed by Dr. Adam Browning</p> <p>Additional divisional leaders in this area (Tom Hamer, Jason Kupery, Jackie Kark, Shane Cranston, etc)</p> <p>Online learning opportunities (SAPDC, AAC, CRLC etc)</p> <p>English teaching staff to attend SAKA Conference for Service Providers of the Low German Community</p>	<p>Thorough review of assessment data.</p> <p>Improved student results through formative and student assessments</p> <p>Students can see overlap of learning approaches between German class and English based-literacy course offerings</p>	<p>Students results in comparison to other JDS students and peers across the division</p> <p>Careful analysis of our students results on provincial achievement tests (PATs) in language arts, mathematics, science, and social studies for Grade 6 and 9 students</p> <p>HLAT rubrics</p> <p>Benchmarks - English Language Learners Alberta Education</p> 

<p>Ensure portions of class times are set aside to allow for quality conversations to occur. Teachers and support staff will focus on look for's and will track with diligent note taking student contributions based on quality, quantity, and appropriateness.</p> <p>Assessment is used to drive daily guided instruction to help students read and comprehend text at their level. On-site intervention supports scheduled as required</p> <p>Words Their Way resource - this drives instructions to help students' vocabulary growth and understanding of digraphs, vowel combinations, blends, endings etc. Students engage in word work activities at their level literacy during centres</p> <p>Dedicated independent reading with conferences and targeted projects</p> <p>Implementation of new words in writing journals and conversations with peers and staff</p>	<p>Professional development sessions with experts on inclusion and differentiation.</p>	<p>Increase in overall numbers meeting Acceptable Standard &amp; Standard of Excellence on Provincial Achievement Tests and Diploma exams.</p> <p>Students' confidence in reading and comprehension, boosting their performance in all subjects.</p> <p>Students' vocabulary and understanding as ELL learners is strengthened with daily use of decoding strategies and oral practice.</p>	 <p>Formative review – staff observation, reflection, and collaboration</p> <p>Fountas and Pinnell standardized reading level assessments: start of year reading assessment, regular reading check-ins throughout, and at the end of the year another full assessment is administered</p> <p>September Spelling assessments to determine phonological awareness (Div I/II): Short quizzes throughout the year to see if the student is ready to progress to the next level, end of year assessment to determine overall growth</p> <p>Formative conferencing notes and projects demonstrating proficiency</p> <p>Teachers frequently review and provide</p>
--	---	---	--



<p>Blitz intervention: short vowels, long vowels, R-controlled vowels, blends and digraphs</p> <p>Division I – daily chit chats, science of reading, literacy place, smart start (Joanne Moore), Heggerty phonemic awareness</p>		<p>Students 'graduate' from Blitz once their skills are proficient</p> 	<p>feedback to writers</p> <p>Writing assessments</p> <p>Word game participation</p> <p>Small group observation</p> <p>Anecdotal notes with targeted outcomes</p> <p>Word ladders</p>
--	--	---	---


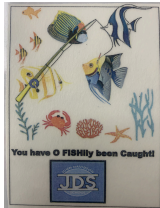
**The Context:** All of our students are English Language Learners. The emphasis and priority placed on a comprehensive high quality literacy program is essential. It is essential that our staff understand the variety of students' learning styles that exist within our campus. Being able to differentiate and meet students' where they are at needs to be key parts of our lesson, daily, weekly, unit, and year plans.


**Goals / Results:** TOWRE, TOSREC, and other provincially and locally approved assessments deemed most appropriate through analysis on ELL Benchmark data. PAT and Diploma analysis to modify instructional strategies and priority areas moving forward. Age and developmentally appropriate growth.

<p><b>Assurance Focus 2</b></p> <p>Students will be exposed to numeracy in a wide variety of learning environments throughout their education journey at John Davidson School. Teachers are intentional with purposeful learning opportunities that lead to growth and retention in areas of age and developmentally appropriate functional numeracy. This</p>	<p><b>Desired State(s):</b></p> <p>Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.</p> <p>Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.</p> <p>Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.</p>
--	--

will be focused on real-world, real-life examples of the families we serve.	<p>Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p> <p>Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.</p> <p>Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.</p>
<b>Domains</b>	<ol style="list-style-type: none"> <li>1. <b>Student Growth and Achievement</b></li> <li>2. <b>Teaching and Leading</b></li> </ol>
<b>Review Date(s)</b>	Ongoing
<b>Focus</b>	K-12

<b>Strategies to achieve the Desired State</b>	<b>Professional Learning to Support Capacity Building</b>	<b>Indicators of Success</b>	<b>What data will we use to inform our work?</b>
<p>Collect and review to guide practice and areas of focus</p> <p>Use of various manipulatives</p> <p>Spiral Reviews</p>	<p>Divisonal leaders (Tom Hamer, Jackie Kark, Jason Kuperly, etc)</p> <p>Online learning opportunities (SAPDC, AAC, CRLC etc)</p> <p>Teachers' Convention</p> <p>Specialist Council Opportunities</p> <p>Sprint Model for PD</p>	<p>Student confidence</p> <p>Student engagement and a fostered love of math</p>	<p>Elk Island Catholic Math Assessment</p>

<p>Math groupings based on ability levels not grade assignment</p> <p>Interventions with teacher experts</p> <p>Gradual release of responsibility (I do, we do, you do) Timeline: Role model often and early to foster independence as the school year progresses</p> <p>Implementation of FISH! Fridays and FISH! Celebrations and events to enhance a sense of community and actively engage students in practicing the pillars.</p> <p>Throughout the unit teachers utilize checklists to track outcomes for individual students. A summative end of unit assessment is completed by learners. If there are outcomes/topics that require additional time for individual or groups of</p>		<p>Annual improvements on Alberta Education’s standardized examinations. The Grade 6 and 9 annual assessments in the areas of language arts, mathematics, social studies, and science</p>	<p>Formative and summative assessments throughout the school year</p> <p>Observations through game play (FISH! Philosophy)</p>  <p>FISH! Sightings (school based reward system)</p>  <p>Unit assessments and checklists</p> <p>Academic growth (Assessments at strategic periodic intervals)</p> <p>Interactive notebooks, utilizing technology-based and non-technology supported tools.</p> <p>Summative tools available through the</p>
---	--	---	---

<p>students those are built in to math centers.</p> <p>Enriched Academy Timeline: October/November program presented and discussed between administration and senior high lead teacher December / January work on finalizing plans with senior high lead teacher and Enriched Academy support staff</p> <p>Careful consideration and implemented sprints focusing on teacher improvement</p> <p>Timeline: regular use of lesson feedback mechanisms</p> <p>Positive results on math focused student surveys</p> <p>Grade 1 – Provincial Numeracy Screening Assessment</p>			<p>Enriched Academy Program</p> <p>Division, site-based, and teacher selected professional development</p> <p>Number talks and energizers to start class</p>  <p>Visual math word wall</p>
---	--	--	--

Kickstart Grade 1-3			
Daily Calendar Talks			

**The Context:** Students will explore and grow in their personal numeracy journeys through real life learning situations.

**Goals/Results:** To see evidence of sound learning through Elk Island Catholic math assessments, PAT's/Diploma's, formative assessments, and teacher observations.