

SCHOOL DISTRICT 57:

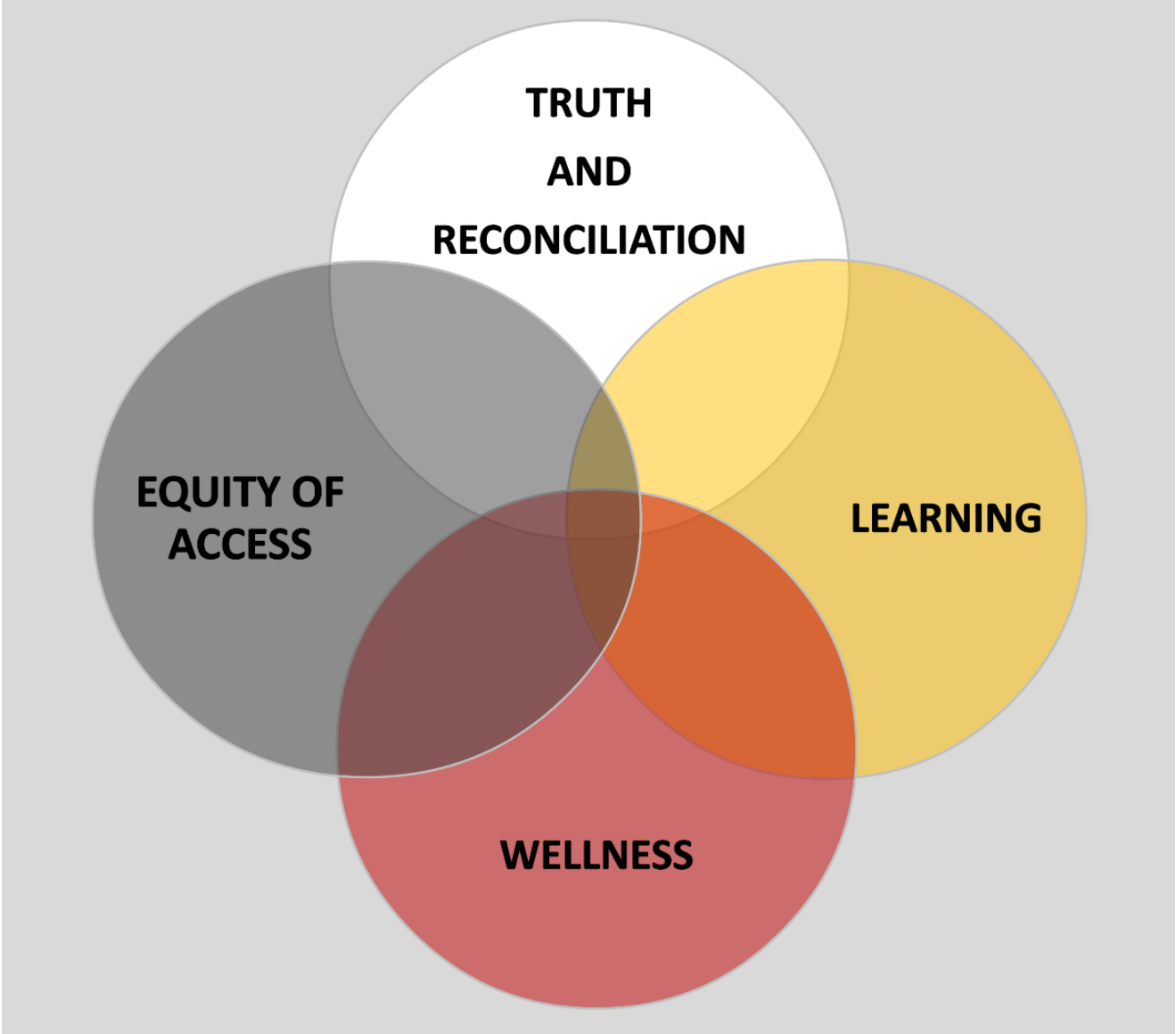
**TOGETHER WE LEARN,
TOGETHER WE LEAD.**



**Superintendent's Office
Report
February 2026**



SD 57 Strategic Plan



Equity of Access

- Culturally safe, caring, inclusive learning communities, where all students thrive.



Promoting and Engaging in All Activities



Learning Options to Meet Varying Learning Styles



Truth and Reconciliation

- Committing to the Truth and Reconciliation Calls to Actions implemented throughout our system to ensure a healthier future for Indigenous learners and a system that acknowledges and teaches Canada's true history.



Camp Trapping



CTC – Indigenous Trades Sampler



Northern American Winter Games



Learning

- Engaging, innovative, learning communities with options and choices for all students to be successful.



Capstone Projects – CTC Program

CTC Capstone:

74 students enrolled in foundation programs

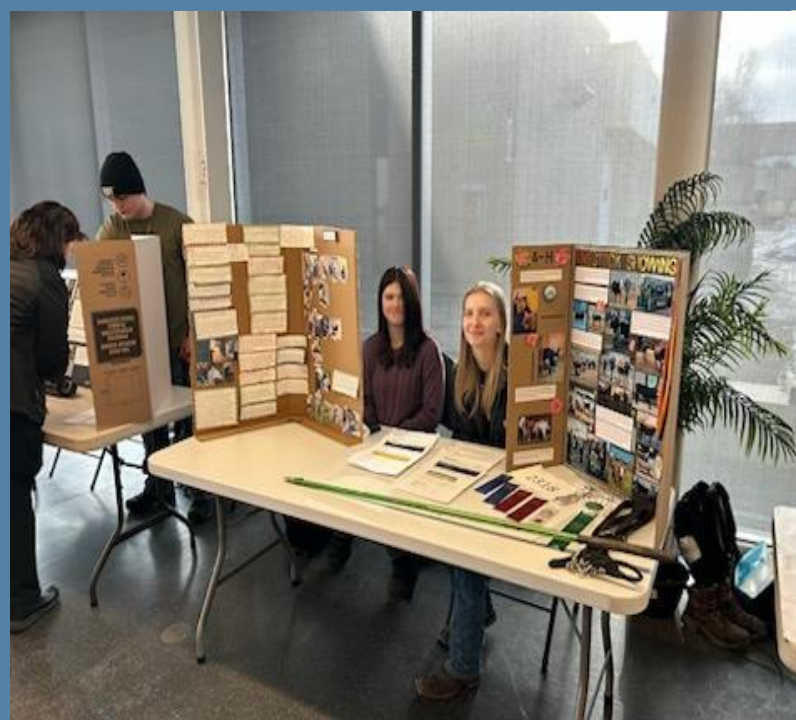
3 students in Mackenzie

64 enrolled in Youth Explore the Trades Sampler

16 in Women's Cohort

16 in Indigenous Cohort

2 other cohorts with mix of students



Principal Learning – Observable Impact



THIN PLAN TOOL (bit.ly/THINPLANNERSAMPLE)

OUR SCHOOL: DONNYBROOK SCHOOL	
GOAL: INCREASED STUDENT ACHIEVEMENT THROUGH STUDENT ENGAGEMENT	ALIGNED STRATEGIC PLAN GOAL: DESIGN PRINCIPLE #3 – ENGAGED LEARNING
<p>SECTION 1 – “THE WHY” – OUR COMPELLING RATIONALE: This goal was chosen because... Our student-based evidence tells us...(ie. Achievement data, work samples, student survey data) Source 1: Student Engagement Survey</p> <ul style="list-style-type: none"> Summary of Findings (1-2 statements): <ul style="list-style-type: none"> 71% of students reported they were ‘frequently disengaged’ and 66% reported they were ‘frequently unsure how they would apply what they were learning to the real world’ 59% of students reported that their teachers used ‘stand and deliver’ as their primary method of instruction <p>Source 2: Student Achievement Data</p> <ul style="list-style-type: none"> Summary of Findings (1-2 statements): <ul style="list-style-type: none"> Increased failure rates in 8th and 9th year English and Math over the last two years Increased standard deviation of marks on standardized tests in 8th-year English and 9th-year science over the last three terms Increased gap in failure rates between males and females over the last three years across all age levels <p>AS A RESULT OF OUR EVIDENCE, OUR INSTRUCTIONAL CHALLENGE IS: “We struggle to engage each of our students in their learning, particularly our 8th and 9th year students and our male students.”</p>	

SECTION 2 – “WHAT IT LOOKS LIKE” – DESIRED STATE + CURRENT STATE (CUSN):

If **STUDENT ENGAGEMENT** was being demonstrated at the highest level in our context, you would observe

PART 1: What would we observe each of our STUDENTS (S) DOING and DEMONSTRATING?	PART 2: What would EDUCATORS (E) be DOING and DEMONSTRATING to make this happen for EACH student?	PART 4: What would LEADERS (L) be DOING and DEMONSTRATING to ensure this happens in each classroom?
S1.(CUSN) Starting and completing tasks in a timely fashion S2.(CUSN) Telling us why the task is important for them to learn S3.(CUSN) Making their learning observable in different ways	E1.(CUSN) Using frequent formative assessments and co-creating learning goals E2.(CUSN) Using varied student interest inventories to know their students	L1.(CUSN) Using frequent check-ins and modeling teacher goal-setting with staff L2.(CUSN) Modeling and using varied staff interest inventories to know their staff

OBSERVABLE IMPACT HABIT LOOK-FORS (PLANS) bit.ly/OIHABITplanstaff

OBSERVABLE IMPACT HABIT “Look-fors”	Consistently? Usually? Sometimes? Not Yet?
PURPOSE - “I can tell you the major elements in our plan, why our plan is important, how it connects to my context, and where I have contributed to making the plan.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	
WHERE I’M HEADED (DESIRED STATE) - I can clearly explain what part of the school plan will look like in my classroom: and I know what success will <i>look like</i> in my classroom (i) from my students, (ii) in my own teaching, (iii) in my tasks and approaches when we have reached our goal.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	
WHERE I’M AT (CURRENT STATE) - “I can use multiple sources of evidence to tell you the current level of proficiency for each of my students <u>and</u> my current teaching strengths and challenges in our goal area.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	
WHAT I’M LEARNING - “I can tell you the learning I need to do next for my students, the new approach I am trying, the learning I hope to do, and what I will see from my students as a result.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	
MY PLAN OF ACTION - “I have a plan to Design, Implement, Observe and Document my new approach so I will be able to observe and reflect on the impact the approach had on my students and my teaching.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	
WHEN/HOW I WILL SHARE THE IMPACT ON STUDENTS - “I can tell you the impact this approach had on my students and my practice, and when I am going to share my learning with my colleagues.”	
CONVERSATIONS/OBSERVATIONS/EVIDENCE:	

Wellness

- Culturally safe, caring, inclusive learning communities, where all students thrive.



Wellness

- DPSS – Drama - Anti Bullying radio spot – Carol Gas
- Harwin – Yoga weekly session for families and Staff – low impact – reduce stress, increase mobility and help with sleeping
- Valemount Secondary - Indigenous Sport, Physical Activity and Recreation Grant – Honour Your Health Clean Energy Drink Challenge

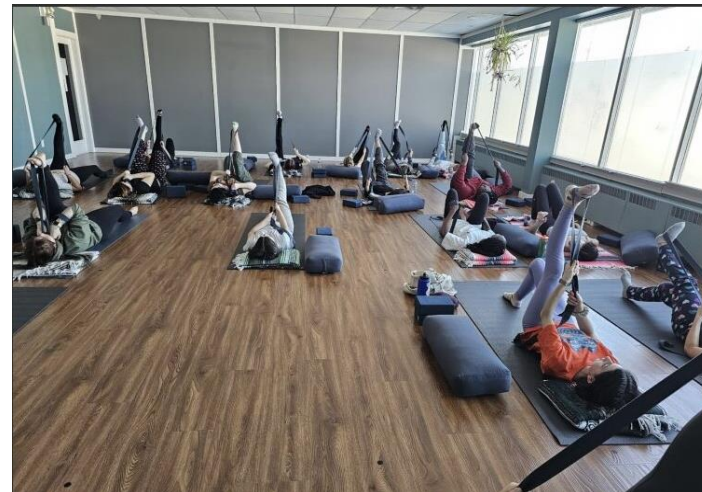


I've been given
hope for the future
and humanity.
The kids were *talented*,
respectful, thoughtful,
and fun.

 Duchess Park theatre kids
making us proud ahead
of Anti-Bullying Day. 



I-SPARC
Move | Play | Compete



Wellness

- **Pink Shirt day Feb 25 - with anti-bullying events for the whole week Feb 23 - 27!**
- **February is Black History Month – events at our schools to honour the legacy in Canada!**





THANK YOU

*Respecting the beautiful unceded ancestral lands,
culture and people of the Lheidli T'enneh, McLeod
Lake Indian Band and Simpcw First Nation.*