



2022-2023 Three Year Education Plan Report

Vision Statement

“Culture of Excellence”

Mission Statement

At the National Sport School, we provide a supportive learning environment to enable developing high-performance athletes to mature as self-directed, life-long learners while pursuing excellence in sport.

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Section 1: SCHOOL PROFILE

National Sport School

School Profile

The National Sport School offers Grade 8-12 instruction. The population of the school is 316 as of September 30, 2022, with 105 junior high students and 211 senior high students. The demographics of the school population reflect that of the community, a mix of rural and urban families.

Mission Statement

At the National Sport School, we provide a supportive learning environment to enable developing high-performance athletes to mature as self-directed, life-long learners while pursuing excellence in sport.

Vision

The National Sport School provides an accessible, supportive, and flexible learning environment. Small class sizes, athlete development, leadership training, and access to onsite sport services set us apart. Our flexible program and exam options benefit busy student athletes. Study and train at world-class training facilities and join our legacy of alumni. Students become successful athletes and graduate from high school with an exceptional education. Our hybrid learning environment combines classroom instruction with online technology. Students are able to continue studies when traveling for training or competition.

Division Statement

Palliser School Division is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust, and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

Section 2: STRATEGIC PLANNING

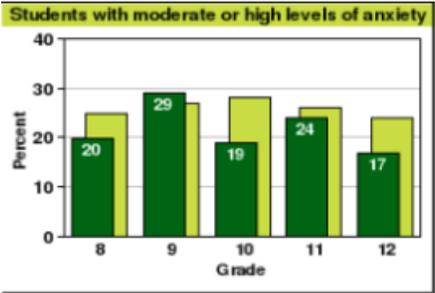
School Goals:

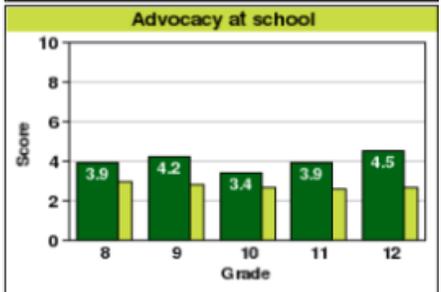
Jurisdictional Goal: All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.				
School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.	Reflection
Reading comprehension across all disciplines will improve.	<p>Measure 1: Staff tracked data on the use of the Frayer model strategy in lessons</p> <p>Measure 2: Staff tracked data regarding their use of the "word of the Week."</p> <p>Measure 3: Staff tracked data on the frequency students use the Frayer model in their work</p> <p>Measure 4: Staff assessment of the student use and comprehension of disciplinary vocabulary in context</p>	<p>Staff will: -engage in a school-wide article study "Engaging the Adolescent Learner: The Power of the Word" by D. Fisher & N. Frey</p> <p>- engage in professional conversations/ evidence gathering in Professional Learning Communities (PLCs) regarding the explicit teaching of high impact strategies to develop disciplinary vocabulary including discussions, vocabulary strategies and exposure.</p> <p>- work collaboratively to cocreate interactive word walls with students to organize vocabulary conceptually and in a format that supports student understanding and transfer</p>	<p>- An examination of classroom assessment data (anecdotal notes, assessments, observations) collected across all subject areas suggests</p> <p>- Student evidence shared through Professional Learning Community discussions indicate that some students struggle with disciplinary reading comprehension.</p> <p>- Monitoring of these strategies and their effectiveness will continue throughout the academic year. Students will be surveyed on particular measures in November and May.</p>	<p>Measure 1: In terms of Humanities, data demonstrated that a number of different strategies were exposed to the students; frequency of usage has increased from year to year. Students felt comfortable implementing strategies that fit their learning style. However, the most highly used strategy, annotation, is used most frequently.</p> <p>Moving forward, meaningful and focused student exposure to vocabulary strategies must improve.</p> <p>Measure 2: Data illustrated 15% of our students use the Word of the Week strategy to improve their vocabulary. It is recommended that this strategy must be directly implemented and modeled by the instructor to increase the effectiveness of the Word of the Week.</p> <p>Measure 3: The school tracked improvement (20% usage) and use of Frayer Model and other.</p> <p>Anecdotally, it has been observed that many students use and are exposed to the Frayer Model, but are unaware of the name of this strategy. Classwide interaction with this strategy has led to wider exposure and usage of higher level vocabulary and concepts.</p> <p>Measure 4: Staff have determined that when teachers actively engage in these disciplinary vocabulary strategies, efficacy improves in notable, measurable levels.</p>

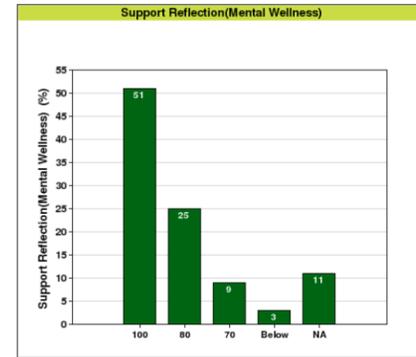
		<p>vocabulary understanding across disciplines. With students, staff will: - explicitly teach the Frayer model strategy - use word walls to organize vocabulary based on concepts and disciplines.</p>		
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Jurisdictional Goal: All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.				
School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.	Reflection
<p>Numeracy - constant discussion of 'reasonable' answers.</p> <p>Good estimates - logic and reason (no negative answers for population, appropriate size for answers, etc.)</p> <p>Mental math emphasis - especially in Math 9.</p> <p>Incorporate more practice into numeracy skills.</p>	<p>Internal quantitative & qualitative data from varied sources: Edsby; student feedback; parent / guardian conversations; professional conversations.</p> <p>Teacher Advisor communication.</p> <p>Intentional PLC work.</p> <p>Evidence of new and flexible assessments and understanding disciplinary literacy strategies presented to professional learning communities.</p> <p>Administer a Google Form "Math & Science Questions" to students two times each year to track numeracy strategy use.</p>	<p>In Professional Learning Communities (PLC), teachers will examine student work in relation to the adjustment cycle.</p> <p>Teachers will get to know their students through analysis of student work, IPPs / Dossier.</p> <p>Teachers will make learning intentions visible and they will align with outcomes from the Programs of Study.</p> <p>Teachers will consistently analyze the accuracy, recency and mastery of assessments.</p> <p>Morning/after school tutorials and flex will be provided to support student learning.</p> <p>The Math team will continue to work with</p>	<p>All subject teachers will meet with students who are below grade average in 1 or more courses and / or review IPPs / Dossier.</p> <p>25% of Science/Math PLC time is spent on analyzing student work / assessments, disciplinary literacy strategies and school results data (submission of minutes or artifacts).</p> <p>PLC of Science and Math will meet four times between term 2 and 4 to update / review and ensure a visible connection between learning outcomes and task design / assessment which reflect higher order thinking skills. (e.g. course outlines, rubrics and other student assignments) (This is what we expect students to know).</p>	<p>Measure 1: Parents/guardians were informally contacted by staff if students were not succeeding in 1 or more courses.</p> <p>Parents/guardians were formally informed at reporting periods quarterly.</p> <p>Students and parents/guardians are able to check academic progress via Edsby on a continual basis.</p> <p>Upon referral by Teacher Advisor and subject teachers, students not finding success meet with administration near the end of the school year.</p> <p>Measure 2: Over several formal and informal meetings throughout the year, the Science/Math PLC has made significant progress on calibration of assessment to improve consistency across disciplines while leaving space for personalization of learning. Special focus was given to literacy with problem solving, directing words, reading fluency of multiple choice question stems.</p> <p>Measure 3: Problem solving strategies showed marked improvement in student learning (4-11% through the year) to identify the type of question, communicating steps, sketching diagrams, guessing and checking, identifying patterns.</p> <p>Each teacher made themselves available to students at scheduled times twice each week for 30 minutes.</p>

		<p>the Grade 9 team to develop strategies around supporting students in math transitions.</p>	<p>Staff will meet to discuss formative and summative assessment practices.</p>	<p>Teacher Advisors provided opportunities for meetings with grade 9 and 10 students and parents to advise on high school plans for math and science. We demonstrated the merits of both the -1 and -2 streams in math and encouraged students to ensure adequate preparation for Math 10C, including summer school if needed.</p> <p>Measure 4: Meetings took place on: January 31 April 28 May 19</p>
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Jurisdictional Goal: Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.																
School Goal:	Measures: including school developed measures.	Strategies:	Data/evidence on how well the strategies worked.	Reflection:												
Student resiliency and the ability to manage stress and anxiety will improve	1.Our School Survey (fall/spring) 2.Assurance Measure Reports	Staff will: Participate in Professional Learning Communities and plan common grade team planning to: -plan regular opportunities for students to develop strategies to foster resiliency skills -explicitly plan lessons to focus on: stress management techniques, emotional management, relationship building, and positive communication - provide opportunities for awareness and discussions of mental health - discuss effective teaching strategies and gather student evidence to support positive student mental health With students, staff will: - develop social-emotional skills, including	Measure 1: Staff lesson plans in TA; the Mental Performance Consultant will lead a monthly segment. Measure 2: Wellness survey results will be reviewed and areas for improvement will be identified. Measure 3: Staff reported data on goals Measure 4: “Go-To” adult data; will use “Our Survey” to measure this aspect of our community development. Measure 5: Number of Student-Athletes accessing Mental Wellness Consultant and the Family School Liaison Counselor.	Measure 1: This is currently in the works for a 2023-2024 start date. Turnover in Family School Liaison Counsellor(FSLC) led to a delay but the new team will continue to develop this goal. Measure 2: Wellness survey results: 1. The Female student population at NSS is expressing higher levels of anxiety than the previous school year. 39% of the girls that responded reported a “moderate to high level” of anxiety which is 8% higher than 2021-2022 and currently higher than the Canadian norm of 36%.  <table border="1"> <caption>Students with moderate or high levels of anxiety</caption> <thead> <tr> <th>Grade</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>20</td> </tr> <tr> <td>9</td> <td>29</td> </tr> <tr> <td>10</td> <td>19</td> </tr> <tr> <td>11</td> <td>24</td> </tr> <tr> <td>12</td> <td>17</td> </tr> </tbody> </table> The Wellness committee will make this area a priority moving into next school year’s wellness goals. Measure 3: Staff reported data on goals: Staff reported 87% felt their staff wellness needs are being met at NSS. Staff reported that student wellness needs could be improved upon. When surveyed 53% reported student needs are being met well but 40% of staff	Grade	Percent	8	20	9	29	10	19	11	24	12	17
Grade	Percent															
8	20															
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10	19															
11	24															
12	17															

		<p>self-awareness, self management, social awareness, and positive relationship building skills.</p> <ul style="list-style-type: none"> -practice Mindfulness Mondays in March -celebrate events related to wellness eg. orange shirt day, hats on for mental health day, and pink shirt day - discuss role of personal values in society and how it guides decision making and relationship building work with students on developing healthy relationships and communications skills - develop understanding the value of healthy sleep and its impact on health and well being and performance 		<p>reported that it needed some improvement and 7% reported more improvement necessary.</p> <p>Measure 4: Go-To adult (survey) Students reported in the NSS Our School Secondary Survey in May of 2023 that they have someone at school to turn to for advice:(see table below)</p>  <table border="1" data-bbox="1354 430 1795 722"> <caption>Advocacy at school</caption> <thead> <tr> <th>Grade</th> <th>Score 1 (Green)</th> <th>Score 2 (Yellow)</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3.9</td> <td>~3.0</td> </tr> <tr> <td>9</td> <td>4.2</td> <td>~3.0</td> </tr> <tr> <td>10</td> <td>3.4</td> <td>~3.0</td> </tr> <tr> <td>11</td> <td>3.9</td> <td>~3.0</td> </tr> <tr> <td>12</td> <td>4.5</td> <td>~3.0</td> </tr> </tbody> </table> <p>All of these are reported above the Canadian Norm. However, NSS staff feels this is essential work of the school and will continue to develop initiatives to support belonging and strong connections to the adults in our building.</p> <p>Measure 5: When students were asked in the “Our School” survey if their mental health needs were being met by our Sports Performance Consultant and the FSLC in the 2022-2023 School year they reported the following:</p>	Grade	Score 1 (Green)	Score 2 (Yellow)	8	3.9	~3.0	9	4.2	~3.0	10	3.4	~3.0	11	3.9	~3.0	12	4.5	~3.0
Grade	Score 1 (Green)	Score 2 (Yellow)																				
8	3.9	~3.0																				
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The Mental Performance Consultant(Perri Ford) reported increased usage of her 1:1 appointments this year. In the previous school year 65% of her availability was used and this school year so far up to 70% has been accessed. She also feels that the FSLC has dealt with more social-emotional conversations and that has allowed for more targeted sessions to be performance based conversations.

The FSLC position has been permanently filled since January of 2023 by Jennifer Galambos and she has reported an increase of 10% usage of her time over the previous time period.

Section 3: TRENDS & ISSUES

- Student enrollment continues to increase. In the 2023-2024 school year NSS is projected to have 395 students; this is 75 more students than the 2022-2023 School Year. As the student population increases this is the focus that needs to be utilized to continue to develop a strong National Sport School culture and climate that builds positive social and learning relationships.
- Student anxiety continues to be an area of concern. We are working with our FSLC and MCW to increase universal support such as classroom visits, skill-based workshops, and facilitated discussions, as well as instruction around executive functioning skills and test-taking strategies.

Section 4: PROFESSIONAL LEARNING PLAN

August 24th, 2022 Division PD Understanding Inclusive Education with Shelley Moore

August 25th, 2022 Site-Based PD Edsembli/Edsby Training

August 26th, 2022 Site-Based PD Teacher Work Day

January 30th, 2023 Site-Based PD Inclusion Planning

February 23rd & 24th, 2023 Teachers' Convention Individual PD Sessions

March 17th, 2023 Division PD Summit Day – Individual PD Sessions

May 3rd/May 11th - Numeracy and Literacy days in Vulcan

May 1st to 5th Student Planning Sessions for next year

May 19th - Reflection on Learning Plan of 2022-2023