

Strategic Planning Framework

Prairie Spirit Board of Education is committed to advocating for resources, monitoring progress, developing policy and making decisions that will assist in supporting the achievement of all students and staff in the school division as learners for life.

Prairie Spirit Learning Goals

Prairie Spirit Graduates

- Have real choice after high school because they can collaborate, communicate, be creative, solve problems and engage as contributing citizens.
- Are confident to make choices for their future based on the broad areas of knowledge and learning skills they have acquired.

Prairie Spirit Readers

- Read for pleasure, learning and growth.
- Cultivate a lifelong love of reading.

Prairie Spirit Writers

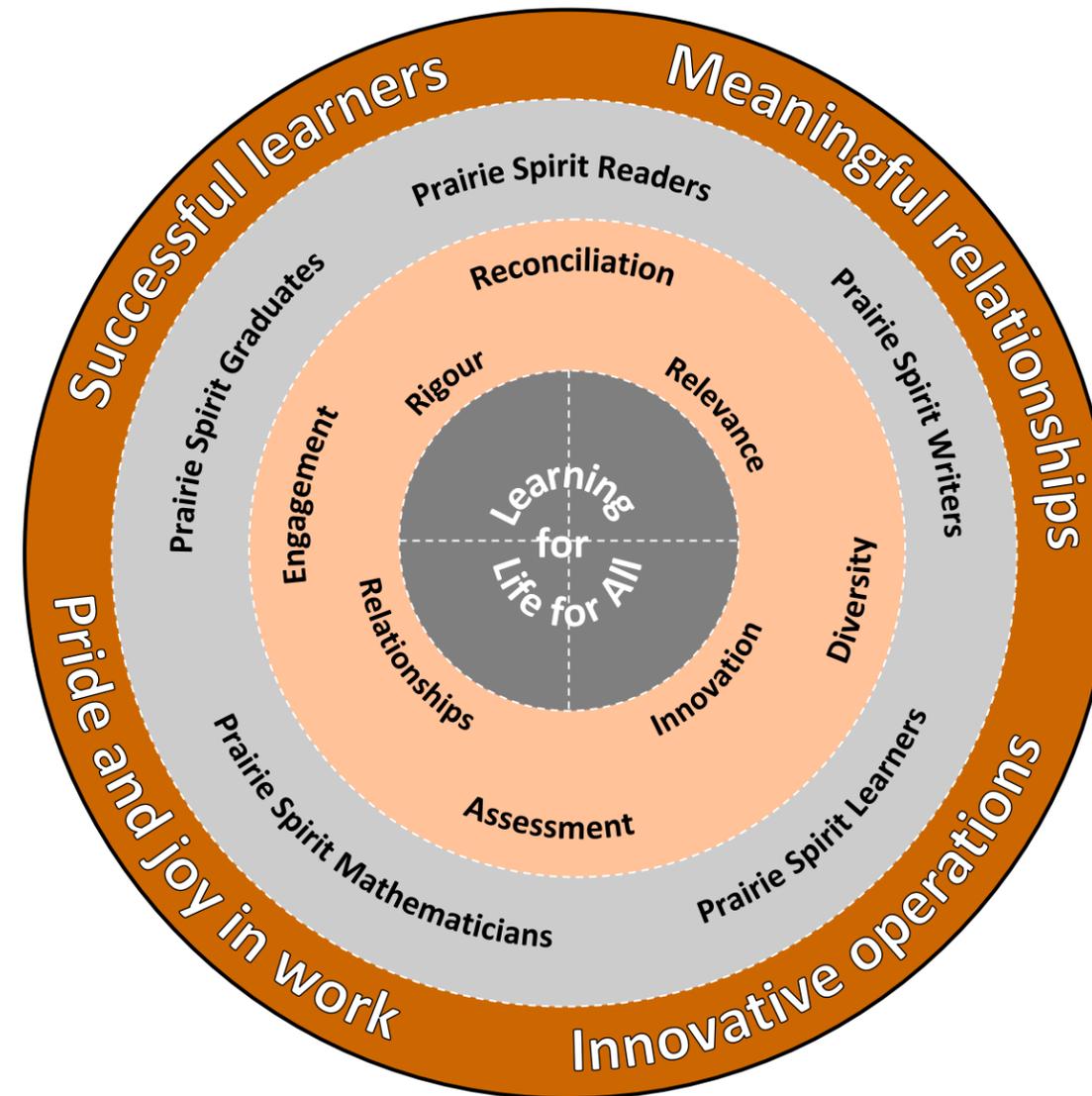
- Read like a writer and write for a reader.
- Believe in their ability to communicate and contribute.
- Write with confidence, demonstrating independence and interdependence.

Prairie Spirit Mathematicians

- Are accurate, efficient and flexible when working with numbers.
- Confidently and competently deal with everyday and new situations that demand the use of mathematical concepts.

Prairie Spirit Learners

- Feel accepted, confident and safe to engage in learning where individual diversity, interests, backgrounds, cultures and life experiences are welcomed and valued.
- Are active and contributing participants in the classroom, school and community where engagement and a sense of belonging are both nurtured and promoted.



- Our Compelling WHY—our **Learning for Life framework** describes how student and adult learning goals are achieved within our Division.
- The HOW—these are the **big ideas** that permeate every area of our work and need to be present in order for growth to occur.
- The WHAT and WHO—our **learning goals** describe what we hope for and how we see all of our learners.
- WHO we are as a Division—our **priority areas** for all of Prairie Spirit.

My Prairie Spirit Classroom

[paraphrased]

Is diverse in worldview, culture, language, gender identity, ability and interest, and this is how we learn together.

All learners participate in side by side learning opportunities several times a week in each subject area.

Instruction includes opportunities for **all** learners to construct knowledge, have choice in learning and experience explicit teaching and modelling of learning strategies.

Learning opportunities for **all** learners are characterized by high expectations (rigour), personal application (relevance), collaboration (relationships), risk-taking (innovation) and student choice (engagement).

Formative assessment and various forms of feedback strengthen and inform **all** learners in next steps.

In classrooms, 20% of the time consists of whole group teacher talk and 80% of time is student talk.

Teaching allows **all** learners to understand, articulate and provide evidence of their growth towards the big ideas.

Monthly opportunities exist to discuss next steps in personal learning journey through learning walks, coaching conversations and collaborative learning with colleagues.

Provincial Indicators (by 2020)

- 90% of students will exit Kindergarten ready to learn in the primary grades.
- 80% of students will be reading at grade level or above by the end of grade 3.
- 80% of students will be writing at grade level or above at the end of grade 4, 7 and 9.
- 80% of students will be achieving at grade level or above in mathematics as determined by the provincial number strand rubric at the end of grade 2, 5 and 8.
- 85% of students will graduate within 3 years of entering grade 10.
 - ◆ Annual Milestone Target—First Nations, Métis and Inuit (FNMI) Graduation Rates
- 90% of students will graduate within 5 years of entering grade 10.
 - ◆ Annual Milestone Target—FNMI Graduation Rates