

Senator Buchanan Elementary School



2021 /22 Assurance Plan

School Vision: All learners are successful, are leaders and are active members of our school and community

School Mission: Senator Buchanan School is a collaborative, learning community where individual differences are valued and celebrated. Our success is obtained through inclusive, engaging and meaningful learning experiences for all.



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ASSURANCE PLANNING

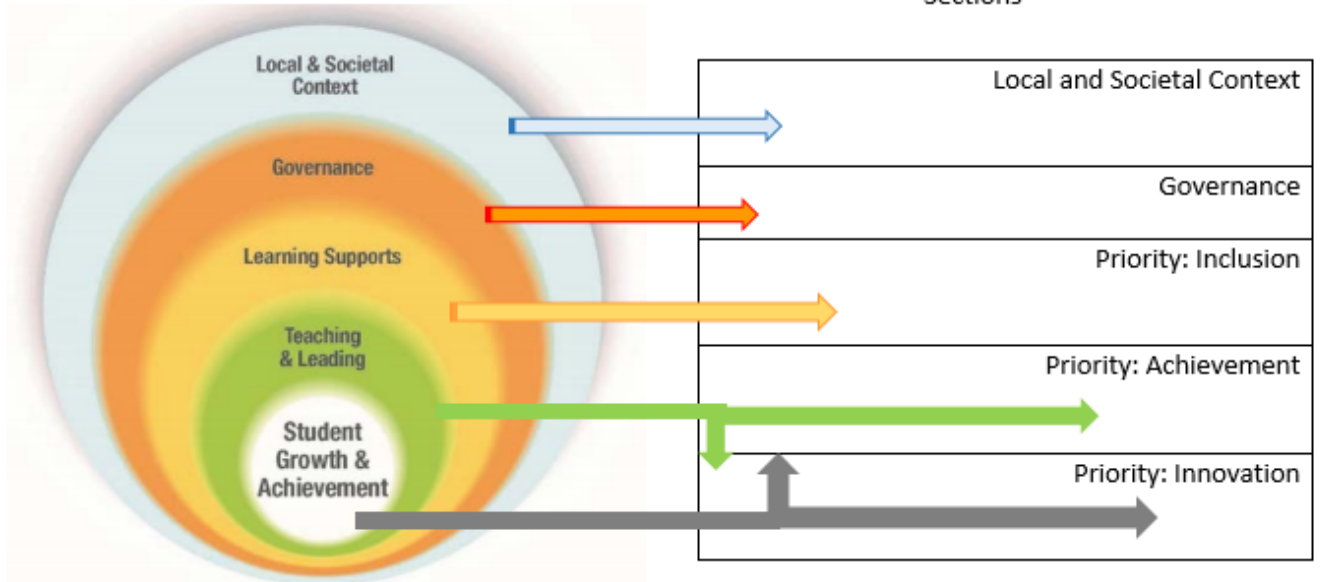
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

Senator Buchanan School is a K-5 school, serving the Northside students of Lethbridge. We currently have 291 students in our building.

We have 3 x 0.5 Kindergarten, 3 x Grade 1, 5 x Grade 2/3, 4 x Grade 4/5.

We believe in taking care of the wellness of all members of our school community. We believe and celebrating diversity in our school. We believe that all members of our community are leaders and have unique areas of strength. Using our beliefs, we strive to create a safe, caring, supporting learning environment.

Some areas of strength we have as a school community include: inclusive, proud, supportive, growing in access to technology, universal breakfast/ snack program, relationships with students and family

Some areas to grow in as a school community include: increasing academic achievement in reading and writing, increasing attendance post-COVID.

We are very proud of the growth we have achieved as a community in forming our identity, enhancing the physical learning spaces, and increasing the roles of our students/ parent community in decisions. We look forward to continuing to grow this year.

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement practices that foster divergent mathematical thinking and a deep understanding of number sense	<ul style="list-style-type: none"> Building Thinking Classrooms in Mathematics—Peter Liljedahl 	<ul style="list-style-type: none"> MIPI assessment and analysis of results—Sept./Oct. Kindergarten EYE Rich Tasks Number Talks 	<ul style="list-style-type: none"> MIPI results—post assessment (following year)
<ul style="list-style-type: none"> Implement FNMI culture and character education 	<ul style="list-style-type: none"> Circle of Courage Melanie Morrow Inviting elders from the community Circle of Courage kits/lesson plans 	<ul style="list-style-type: none"> School-wide assemblies Promote meaningful citizenship within the school and transfer it to the community Morning land acknowledgments Using common language Visibility/visuals around the school Oral storytelling 	<ul style="list-style-type: none"> Classroom engagement (+ playground) Community engagement Community Day
<ul style="list-style-type: none"> Building rich and meaningful literacy practices through daily life/routines 	<ul style="list-style-type: none"> Hanen Guided Books (Literacy Place) Levelled Literacy Intervention (LLI) Epic or Vooks RAZ kids Home Reading program Writers' Workshop 	<ul style="list-style-type: none"> Writing to seniors Journaling Author talks/presentations Collaborative classroom published books 	<ul style="list-style-type: none"> Student motivation to engage with literacy practices Creativity and leadership coming from students and staff Community engagement from students

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
<p>E.g. Continue to support and implement Universal Design for Learning which includes:</p> <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice 	<ul style="list-style-type: none"> • PL Opportunities: Shelley Moore, Jody Carrington • LST • Teacher Counsellor • Student Support Worker • Mind-Up • Educational Assistants 	<ul style="list-style-type: none"> • LST—support within classrooms and provide information to teachers and support staff • Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers • Educational Assistants—monitor, support and implement strategies with students 	<ul style="list-style-type: none"> • Regulated & focused classrooms • Common language • Student confidence and growth
<p>Begin implementing a school-wide character program through the Circle of Courage</p>	<ul style="list-style-type: none"> • Melanie Morrow • Staff Wide Professional Learning • John Chief Calf 	<ul style="list-style-type: none"> • Circle of Courage assemblies • Circle of Courage lessons and language use • School—wide Acknowledgement of Traditional Blackfoot Territory daily, Orange Shirt Day, Rock Your Mocs, National Aboriginal Day 	<ul style="list-style-type: none"> • Common language • Increased understanding of FNMI values and concepts • Circle of Courage integrates into our school community including staff , students, and parents.
<p>Maintain and continue to implement student self-regulation strategies</p>	<ul style="list-style-type: none"> • Den and Sensory Room • Equipment and self-regulation resources and tools • Visiting other school sites to see how they run their spaces • Educational Assistants • Student Input 	<ul style="list-style-type: none"> • Proactive use of the den and sensory room • Consistency of school-wide expectations for self-regulation spaces and tools • Consistently self-regulation in the classroom • Positive BSPs and ISPs • Self regulation lessons by LST • Continue Care Team meetings • Nutrition Breaks 	<ul style="list-style-type: none"> • Student growth and success • Increased safety and regulation for student and classes • Students independently self-regulate with tools provided • Decreased need/use of crisis management plans • Parents see student growth at home that reflects their growth in school.

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	Inquiry templates	Time scheduled for collaborative meeting within timetable on weekly basis.	Staff engagement Observable change in instructional practice Sharing of resources and learning at year end.
Strong intentional and purposeful connections between teaching & support staff to meet student needs.	Time support Text from PL library Bob/ Lenee/ Emily	More time for planning & strategizing with teachers and other staff All EAs treated like experts on encountering/supporting their kiddos, mechanisms for sharing this with all	Year end chat within classroom team Monthly EA meetings
Communicate data on student assessment in a way that students/families understand and are able to use for growth.	Goformative, Forms through Teams Get feedback from Angie Messenger/remind Translation software	Evaluate and discuss various approaches to parent feedback throughout the school and see what is effective Working with interpreters, PTIs, Celebration of Learning.	Parent engagement Academic growth

School Goal or Inquiry

In what way and to what extent does a holistic wellness focus for our school community have on student access to positive learning experiences and an overall sense of well-being in our school?

Possible Resources:

Strategies	Timeline	Indicators of Success
Universal food program (partnership with Lethbridge Food Bank for lunches, breakfast program, classroom snack bins)	Ongoing	Students are fed, regulated, and ready to work; improved attendance; number of students accessing programs
Self-regulation instruction and spaces (The Den, The Cave, Learning Commons, STEM space, flex classroom, implementation of Zones of Regulation in the classroom, music in halls before school)	Ongoing Use of The Cave by Sept. 2021	Spaces are regularly accessed by students; students are regulated in the classroom; reduction in PowerSchool documentation; reduction in students entering the “red zone”
Staff wellness initiatives (appreciation, flexible timetables)	Ongoing	Improved staff attendance, increased engagement and trust, staff self-reflection on feelings of wellbeing through qualitative survey and anecdotal conversations
Positive community & culture initiatives (off-campus volunteer trips, partnership with University of Lethbridge, random acts of kindness, positive communication with members of supported living facilities)	Ongoing	Positive feedback from families, positive feedback from community partners, increased support for students through community partnerships, increase in wellbeing and overall sense of connection

School Reserves

Total estimated reserves as of **Aug. 31, 2021**: \$5739.05

Planned use of reserves	
1. Gym Speakers	2500.00
2. Coverage of Staff Room chairs	3339.00
3.	\$
4.	\$
Total	\$5839.00

School Generated Funds

Fund balance estimate as of **August 31, 2021**: \$

Funds are carried over for:	
Misc (Bank Interest, Life Touch, Bottles, etc)	1181.51
Breakfast, Snacks	7224.20
Donations	4115.63
Field Trips	3786.68
Staff Social	1002.29