

# Senator Buchanan Elementary



## 2022/23 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

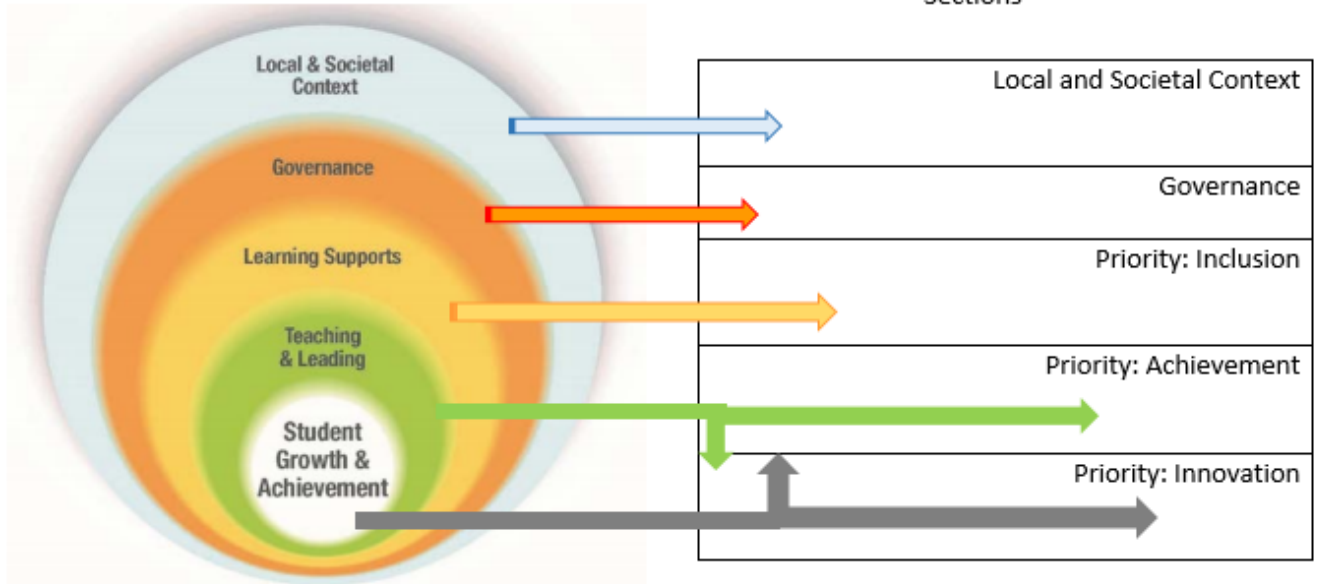
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

The three priorities are threaded through 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 and experience continued growth each school year.

We are projected to have: 2 x 0.5 Kindergarten, 3 x Grade 1, 5 x Grade 2/3, 5 x Grade 4/5, moving into 2022/2023.

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, monitoring socio-emotional well-being & growth of students 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.

## Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes  
 Provincial Assurance Survey measure of citizenship  
 Provincial Assurance Survey measure of learning engagement  
 High School Completion

Goal	Study/Resources	Strategies	Measures
Implement differentiated mathematical thinking within the context of the new curriculum	Building Thinking Classrooms in Mathematics—Peter Liljedahl - Continue building and using Fact Fluency Kits	<ul style="list-style-type: none"> <li>• MIPI assessment and analysis of results—Sept./Oct.</li> <li>• Kindergarten EYE</li> <li>• Rich Tasks</li> <li>• Number Talks</li> <li>• Supports to bridge the new curriculum gaps</li> </ul>	MIPI results—post assessment (following year) School designed pre-assessments moving into new curricula for Math
Implement FNMI teaching into our character education and integrate automatically into curricula	<ul style="list-style-type: none"> <li>• Circle of Courage</li> <li>• Melanie Morrow</li> <li>• Inviting elders from the community both in-person and on-line</li> <li>• Circle of Courage kits/lesson plans per Grade Level</li> </ul>	School-wide assemblies Promote meaningful citizenship within the school and transfer it to the community Morning land acknowledgments created by the school, read by students Using common language Visibility/visuals around the school More focus on Indigenous story telling from members of the Indigenous community	<ul style="list-style-type: none"> <li>• Classroom engagement (+ playground)</li> <li>• Community engagement</li> <li>• Community Day</li> <li>• Support to integrate FNMI content into the curriculum</li> </ul>
Continue building rich literacy practices that are responsive	<ul style="list-style-type: none"> <li>• Hanen</li> <li>• Guided Books (Literacy Place)</li> <li>• Levelled Literacy Intervention (LLI)</li> <li>• Epic or Vooks</li> <li>• RAZ kids</li> <li>• Home Reading program</li> <li>• Writers' Workshop</li> <li>• Haggerty</li> <li>• Decodable Books</li> <li>• Diversifying writing resources</li> </ul>	Writing to seniors Journaling Author talks/presentations Collaborative classroom published books Heggerty PL	<ul style="list-style-type: none"> <li>• Student motivation to engage with literacy practices</li> <li>• Creativity and leadership coming from students and staff</li> <li>• Community engagement from students</li> <li>• Utilize phonics assessments</li> </ul>

## 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 welcoming, caring, respectful and safe learning environment.
- 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"> <li>• Self-regulation</li> <li>• Trauma-informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• PL Opportunities: Shelley Moore, Jody Carrington</li> <li>• LST, Student Support Worker, Divisional Psychologist</li> <li>• Educational Assistants</li> <li>• Teen Mentorship through ICHS, BB&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms and provide information to teachers and support staff</li> <li>• Educational Assistants—monitor, support and implement strategies with students</li> <li>• Peer mentorship—with training</li> <li>• Personalized Zones of Regulation</li> <li>• Leadership Opportunities for all grades, including Job Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated &amp; focused classrooms</li> <li>• Common language</li> <li>• Student confidence and growth</li> </ul>
<p>Continue to implement a school-wide character program through the Circle of Courage and include other cultures represented within our school population</p>	<ul style="list-style-type: none"> <li>• Melanie Morrow, Elders</li> <li>• Staff Wide Professional Learning</li> <li>• FNMI Reps</li> <li>• Learning Commons &amp; LCF</li> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• Circle of Courage assemblies</li> <li>• Circle of Courage lessons and language use</li> <li>• School—wide Acknowledgement of Traditional Blackfoot Territory daily, Orange Shirt Day, Rock Your Mocs, National Aboriginal Day, Moose Hide Campaign</li> <li>• Diversity in morning announcements</li> <li>• Visuals around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Common language</li> <li>• Increased understanding of FNMI values and concepts</li> <li>• Circle of Courage integrates into our school community including staff , students, and parents.</li> </ul>
<p>Maintain and continue to implement student self-regulation strategies</p>	<ul style="list-style-type: none"> <li>• Den and Sensory Room</li> <li>• Equipment and self-regulation resources and tools</li> <li>• Visiting other school sites to see how they run their spaces</li> <li>• Educational Assistants</li> <li>• Student Input</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive use of the den and sensory room</li> <li>• Consistency of school-wide expectations for self-regulation spaces and tools</li> <li>• Consistently self-regulation in the classroom</li> <li>• Positive BSPs and ISPs</li> <li>• Self regulation lessons by LST</li> <li>• Continue Care Team meetings</li> <li>• Nutrition Breaks</li> <li>• More places for regulation within the school</li> <li>• Focus on environments to facilitate independent regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Student growth and success</li> <li>• Increased safety and regulation for student and classes</li> <li>• Students independently self-regulate with tools provided</li> <li>• Decreased need/use of crisis management plans</li> <li>• Parents see student growth at home that reflects their growth in school.</li> <li>• Common language</li> </ul>
<p>Create meaningful connections and make contributions within our surrounding community</p>	<ul style="list-style-type: none"> <li>• students support worker</li> <li>• School Council</li> <li>• Student input</li> </ul>	<ul style="list-style-type: none"> <li>• Pen pal writing, reading visits to community organizations</li> <li>• Leadership making visits to community organizations</li> <li>• Inviting community into the school</li> <li>• Service Learning within the community</li> <li>• BB&amp;S mentorship program</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results reflected in student engagement</li> <li>• Monitor attendance</li> <li>• Improved social skills and belonging</li> <li>• Improved self-esteem and confidence</li> <li>• Inclusion with community</li> </ul>

## 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.  Team specific goals and collaboration	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  Communication	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  School Based PL time
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 being consistent  School wide events—Kona Ice, Spring Celebration  Paper Report cards or data about who has accessed report cards  Outcome based reporting to parents  Focus on individualized students comments	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?*

*In what way can we use authentically engage with our diverse population to develop a community of wellness and positivity?*

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. 2022	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, Red Crow College, 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
Provide opportunities for a Resident Elder or Indigenous Liaison to engage with students and families	Ongoing	
Invite in Elders and parents for oral story telling		
Continue wellness community building activities such as humane society and petting zoo days	Ongoing	