

Senator Buchanan Elementary School



2023/24 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.



www.sb.lethsd.ab.ca



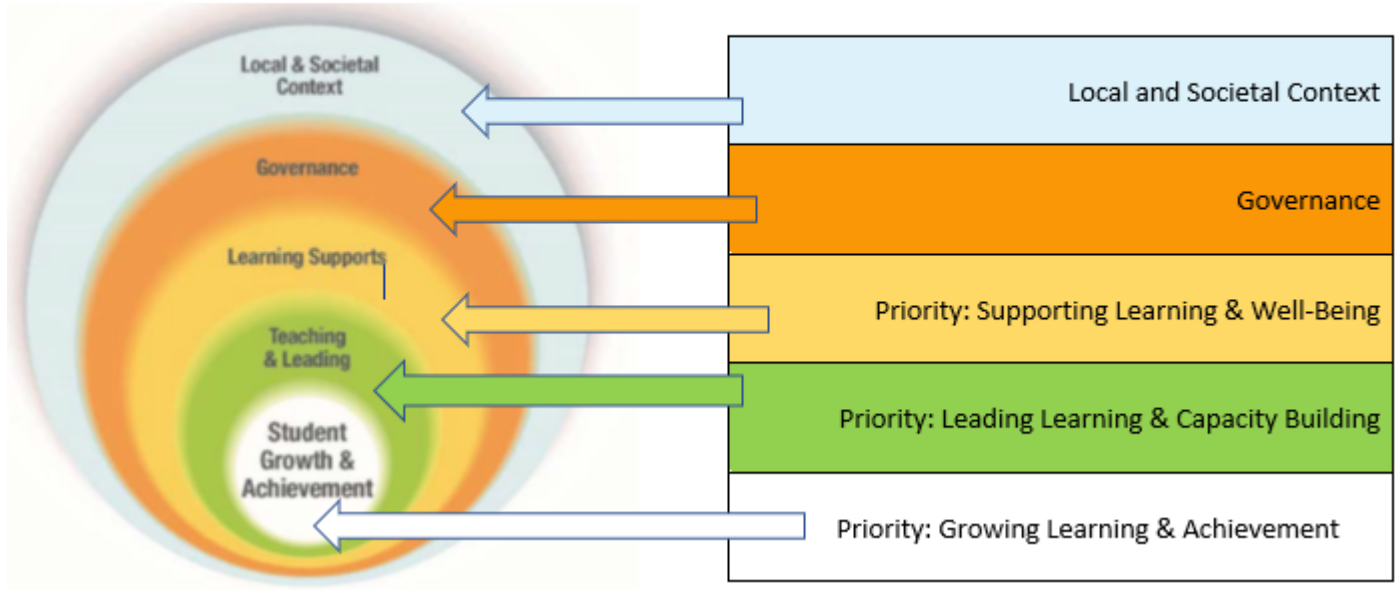
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



SCHOOL CONTEXT

Senator Buchanan School is a K-5 school, serving the Northside students of Lethbridge. We currently have 292 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 2023/2024.

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 PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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 | Strategies | Resources | Measures |
|---|---|---|---|
| Implement differentiated mathematical thinking within the context of the new curriculum | <p>Building Thinking Classrooms in Mathematics—Peter Liljedahl</p> <ul style="list-style-type: none"> - Continue building and using Fact Fluency Kits -Consider the previous curriculum students were taught and adjust for learning gaps. -Number Talks and Rich Tasks -Apply learning to real-life experiences and tasks | <ul style="list-style-type: none"> • MIPI assessment and analysis of results—Sept./Oct. • Alberta numeracy assessments • New division manipulatives • Mathology • Digital resources (Khan Academy, Prodigy) | <p>MIPI results—post assessment (following year)</p> <p>Alberta numeracy assessments</p> <p>School designed pre-assessments moving into new curricula for Math</p> <p>Student feedback and reflection throughout lessons</p> |
| Implement Indigenous teaching into our character education and integrate authentically into curricula | <ul style="list-style-type: none"> • Circle of Courage • Melanie Morrow engagement (through Indigenous announcements and inviting to classrooms) • Inviting elders from the community both in-person and on-line • Visibility/visuals around the school • Using common language • Morning land acknowledgments created by the school, read by students • Promote meaningful citizenship within the school and transfer it to the community | <p>School-wide assemblies</p> <p>Circle of Courage kits/lesson plans per Grade Level</p> <p>More focus on Indigenous story telling from members of the Indigenous community</p> <p>Indigenous Artifact Kits</p> <p>Resources and lessons provided by Melanie Morrow consolidated in the Shared drive</p> | <ul style="list-style-type: none"> • Classroom engagement (+ playground) • Community engagement • Community Day • Support to integrate FNMI content into the curriculum • Students use Circle of Courage language and actions. |
| Continue building rich literacy practices that are responsive to student needs and growth. | <ul style="list-style-type: none"> • Meaningful community writing • Journaling • Author talks/presentations • Collaborative classroom published books • Literacy PL in response to student needs and new resources • Differentiated literacy intervention groups • Home Reading program • Guided reading | <p>Hanan</p> <p>Guided Books (Literacy Place)</p> <p>Levelled Literacy Intervention (LLI)</p> <p>Digital literacy resources (Epic, Vooks, RAZ Kids, Khan Academy)</p> <p>Writers' Workshop</p> <p>Phonics resources (Heggerty, Rime Magic, Jolly Phonics)</p> <p>Decodable Books (Fly Leaf)</p> <p>Diversifying writing resources</p> | <ul style="list-style-type: none"> • Student motivation to engage with literacy practices • Community engagement from students • Utilize phonics assessments (Heggerty) • LENs and CC3 assessments |

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

| 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, Family Services, Kim Bartel • LST, Student Support Worker, Teacher Counsellor, Divisional Psychologist, Advanced Educational Assistants/Behavior Support Team • Educational Assistants • Teen Mentorship through ICHS, BB&S • CYCW • STEAM Lab, Learning Commons • Den | <ul style="list-style-type: none"> • LST—support within classrooms and provide information to teachers and support staff, providing visuals, Learning Team Meetings, advising strategies around documentation • Educational Assistants—monitor, support and implement strategies with students • Peer mentorship—with training • Personalized Zones of Regulation • Leadership Opportunities for all grades • Maintaining small classes | <ul style="list-style-type: none"> • Regulated & focused classrooms and shared spaces • Common language • Student confidence and growth • Sense of community |
| <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"> • Melanie Morrow, Elders • Staff Wide Professional Learning • Indigenous Reps • Learning Commons & LCF • Families | <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, Moose Hide Campaign, indigenous art and culture, solstice • Diversity in morning announcements • Indigenous announcements • Visuals around the school • Medicine Wheels on the playground • Medicine Wheel colors around the tree on East side | <ul style="list-style-type: none"> • Common language • Increased understanding of Indigenous values and concepts • Circle of Courage integrates into our school community including staff, students, and parents • Sense of community and pride around Indigenous connections |
| <p>Maintain and continue to implement student self-regulation strategies</p> | <ul style="list-style-type: none"> • Den and Sensory Room and outdoor spaces • Equipment and self-regulation resources and tools • Visiting other school sites to see how they run their spaces • PL opportunities with community educators/leaders • Educational Assistants • Student Input • CYCW • Advanced Educational Assistant • U of L/College practicum students | <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 • Consistent self-regulation in the classroom • Positive BSPs and ISPs • Self regulation lessons by LST • Continue Care Team meetings • Nutrition Breaks—cohorts • More places for regulation within the school • Focus on environments to facilitate independent regulation • PL opportunities with community educators/leaders | <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. • Common language • Increased connections with peers and staff |

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

| Goal | Study/Resources | Strategies | Measures |
|---|--|---|--|
| <p>Create meaningful connections and make contributions within our surrounding community</p> | <ul style="list-style-type: none"> • students support worker • School Council • Student input • Connecting with teen mentors and Opokaa’sin • U of L and LCC practicum students • Melanie Morrow • Leadership Council | <ul style="list-style-type: none"> • Pen pal writing, reading visits to community organizations, ie. Opokaa’sin • Letters/cards to community groups • Leadership making visits to community organizations, ie Acts of Kindness • Inviting community into the school • Service Learning within the community • BB&S mentorship program • Outside field trips, ie. Swimming • Inviting parents in for assemblies, gym night, celebration of learning, spring fling, Christmas activities • Special guests, ie magicians, Fred Fox, theatre presentations | <ul style="list-style-type: none"> • Survey results reflected in student engagement • Monitor attendance • Improved social skills and belonging • Improved self-esteem and confidence • Inclusion with community • Increased engagement from community |
| <p>Communicate data on student assessment in a way that students/families understand and are able to use for growth. (Should this be “Growing Learners and Achievement???)</p> | <p>Goformative, Forms through Teams</p> <p>Get feedback from Angie</p> <p>Messenger/remind</p> <p>Translation software</p> | <p>Evaluate and discuss various approaches to parent feedback throughout the school and see what is effective</p> <p>Working with interpreters, PTIs, Celebration of Learning being consistent</p> <p>School wide events—Kona Ice, Spring Celebration</p> <p>Paper Report cards or data about who has accessed report cards</p> <p>Outcome based reporting to parents</p> <p>Focus on individualized students comments</p> | <p>Parent engagement</p> <p>Academic growth</p> |

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
 Provincial survey measure of access to supports an services

| Goal | Study/Resources | Strategies | Measures |
|--|---|--|---|
| Staff engagement in inquiry based professional learning as part of growth planning. | Inquiry templates <ul style="list-style-type: none"> • Establishing community connections • Integrating Indigenous values and practices • Evidence-based literacy instruction | Time scheduled for collaborative meeting within timetable on weekly basis. Team specific goals and collaboration Planning and implementing various activities related to team goals | Staff engagement Observable change in instructional practice (community outings, special guests, needs-based literacy groups, day-to-day discussions and routines) Sharing of resources and learning at year end. |
| Strong intentional and purposeful connections and ongoing communication between teaching staff, support staff, division staff, outside agencies, and families to meet and support student needs. | Communication among school team, SLP, OT, psychologist, behaviour support team, low-vision team, deaf and hard-of-hearing, physiotherapist, counselors, student support worker, case-workers, and families. Universal strategies documents from SWCSS | All EAs treated like experts on encountering/supporting their kiddos, mechanisms for sharing this with all Inviting professionals into classrooms for observations (debrief with team post-observation) Learning Team meetings School-based PL time Monthly EA meetings | Documentation from Learning Team and Success in School meetings Sharing of visit memos from OT, SLP, PT, BST, SWCSS, etc. Including strategies from professionals in student ISPs and BSPs Ongoing communication and updates among school team (EA, teaching staff, student support worker, admin, and LST) |
| Maintain and continue to implement student self-regulation strategies | <ul style="list-style-type: none"> · Den and Sensory Room and outdoor spaces · Equipment and self-regulation resources and tools · Visiting other school sites to see how they run their spaces · PL opportunities with community educators/leaders · Educational Assistants · Student Input · CYCW · Advanced Educational Assistant · U of L/College practicum students | <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 · Consistent self-regulation in the classroom · Positive BSPs and ISPs · Self regulation lessons by LST · Continue Care Team meetings · Nutrition Breaks—cohorts · More places for regulation within the school · Focus on environments to facilitate independent regulation · PL opportunities with community educators/leaders | <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. · Common language · Increased connections with peers and staff |

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?

| 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, Learning Commons, STEM space, implementation of Zones of Regulation in the classroom, music in halls before school) | On-going | 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, collaborative time) | 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 |
| Participate in activities led by Indigenous Lead Teacher to engage students and families. Invite in Elders and parents for oral story telling | Ongoing | |
| Providing multiple points of access for student and parent engagement: humane society, petting zoo days, MCC clothing day, spring fling BBQ, Kona Ice days, Family Gym Nights, sports teams, school clubs, fundraising opportunities. | Ongoing | |
| Teacher autonomy and celebrating a diversity of teaching and learning styles. | Ongoing | |
| Admin transparency regarding decision making and collaboration on school direction. | Ongoing | |

School Reserves

Total estimated reserves available for use in 2023-24:

| Planned use of reserves | |
|---|---|
| 1. Staffing— Carry over for 0.150FTE | \$7500 |
| 2. Staffing—Use of all contingency (towards \$15 000 of 0.15 FTE) | \$5000 |
| 3. Outdoor play spaces | \$ 2500 |
| 4. | \$ |
| Total | \$ 15 000 plus \$2000 from this year |

School Generated Funds

Fund balance estimate for the 2023-24 school year:

| Funds are carried over for: | |
|------------------------------------|--------|
| Breakfast Club Donations | 19 000 |
| Other Donations | 2 350 |
| Class Field Trips | 1 000 |
| Grants | 2 000 |
| | |
| | 24 350 |