Senator Buchanan School

www.sb.lethsd.ab.ca

2025/2026 Assurance Plan

School Vision Statement

All learners are successful, are leaders and are active members of our school and community.

School Mission Statement

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.

Lethbridge
SCHOOL DIVISION

ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- **Learning, Inclusion, Well-being, Respect and Leadership**
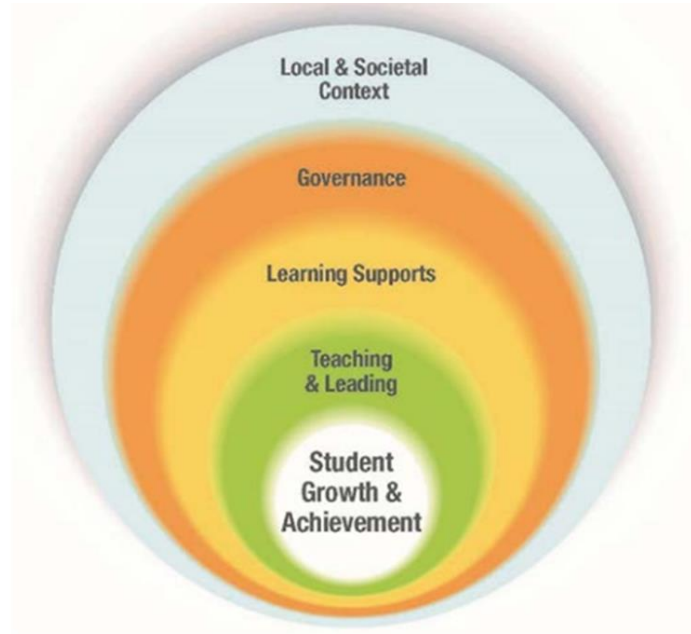
SCHOOL CONTEXT

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: 1 x 0.5 KinderCare, 2 x 0.5 Kindergarten, 2 x Grade 1, 4 x Grade 2/3, 5 x Grade 4/5, moving into 2025/2026.

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

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.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
    - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
    - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
    - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
    - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- Alberta Education Numeracy Screening Assessment results and trends.

2025/2026 Student Growth and Achievement – Area of Focus

<u>What is our desired *outcome*?</u> **(select only one)**

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

<u>What *strategies* will we *implement*</u> to progress toward achieving this outcome?

- Team teach Literacy and Numeracy with Interns – revamp model where Literacy and Numeracy is team taught, independent teaching in other subjects and this is when intervention will occur
- Inviting in The Lethbridge Public Library for workshops with students and Literacy promotion
- School Based PL – Topics of Interest and Relevance
- Flexible groupings to levels and interests
- Targeted lessons on resilience and independence – having students understand – I do not understand…"yet."
- Teach and build fundamental skills first – phonics progression/ fact fluency, then build into meaningful projects and practice
- Prompting for noticing and observing (Eg. What are you missing? Vs. Get your boots."
- Prompting students to try first (Eg. Zipping coats, problem solving, opening snacks and food, spelling)

<u>What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?</u>

- Utilize a school wide Math Resource – Jump Math or Marion Small, but continue to use numeracy resources: Building Fact Fluency, Mathology, Manipulatives
- Universal use of Literacy Resources – Fly Leaf, Jolly Phonics, Rime Magic, Heggerty, UFLI, Words Their Way
- Incorporate Thinking Routines into classroom activities
- Continued School Based Professional Learning – English Language Arts and Mathematics
- Supporting students in embracing productive struggles and managing frustrations
- Work collaboratively in Grade Level teams to match assessment practices to reporting – ensuring that assessments can be used to report on multiple outcomes
- Connect Circle of Courage to attributes to build perspective, regulation, resilience

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
    - o **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
    - o **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
    - o **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.

2025/2026 Teaching and Leading – Area of Focus

What is our desired *outcome*?

- Staff respond effectively to the unique needs of all learners.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Use assessments (both provincial and divisional) to create literacy and numeracy intervention groups, making mandated assessments purposeful and meaningful
- Soft day starts/ ends – build in time during day (not including instructions time) to all for breakfasts ,morning routines and regulation
- Flexibility through the day/ week to adjust to student needs
- Choice opportunities to demonstrate understanding of outcomes and to show learning
- Intentional seating – peer support, buddy system, proximity to teacher/ board, seating for DHH students, seating options
- Collaboration with specialists – OT, SLP, PT, psychologist, student support, lead teachers, Indigenous Education team
- Continue to build the supply of tools and resources – noise cancelling headphones, seating options, therabands, assistive technology, chewlery, left handed supplies, weighted tools, body socks, etc.
- Support staff fostering meaningful relationships with students – providing opportunities to connect with other adults throughout the building. For example Learning Commons, Caretaking.

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

- Create plans for students who have irregular attendance or come to school late for Literacy/ Numeracy support
- Flexible learning times
- Utilize Universal Design for Learning for Literacy and Numeracy instruction
- Re-visit, re-stress Circle of Courage – daily teachings and grade level activities – as staff change, more Professional Learning is needed
- Measure baseline of KinderCare students – determine the effectiveness of all day programs
- Allowing students purposeful ways to contribute to the school community
- Theme days on Courage Award days to build community
- Adjust Circle of Courage Awards – to give student immediate reinforcement of growth, separate class/ peer nominations

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
    - o **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
    - o **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
    - o **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
    - o **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

What is our desired *outcome*?

- To foster the physical, mental and emotional wellness of students to support optimal learning.

What *strategies* will we *implement* to progress toward achieving this outcome?

- Mental Health Capacity Building Team – Push In Lessons
- Access to diverse physical wellness opportunities
- Digital wellness/ Kids in the Know Lessons to promote digital safety and awareness
- Community engagement through filed trips and guest speakers
- Dedicated time for students to access extra teacher/ adult supports
- Nutritional education that supports universal nutrition program
- Building student connections through cross curricular and cross graded activities
- Monthly Themes School Wide (Ex. Sleep, healthy eating, screen time awareness) through announcement facts to kick off, class conversations, class goals, leadership students
- Community family supports – WAM bags, Friday food donations
- Encouraging free, unstructured play – fine motor, core strength, balance and coordination

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

- Outdoor time daily for all students
- Intentional emotional check-ins, modelling vocabulary and self-esteem
- Build capacity to model peer-peer check ins and supports
- Form an Ad Hoc Committee to build monthly wellness themes
- Continue daily nutrition supports – breakfast, and nutrition breaks
- Family theme nights to build community
- Intentional activities for cross graded community building
- Positive conversations to encourage consistency in attendance
- Build social skills for "downtime" activities – such as board games, art
- Continue to build community awareness – host parent/ family evenings with meals and host break out learning sessions for parents/ guardians

School Domain

What is our desired *outcome*?

- To enhance a sense of school wide community and wellness, valuing taking care of each other and our spaces

- To build executive functioning skills to building foundations in planning, problem solving, motivation, resilience and persistence

What *strategies* will we *implement* to progress toward achieving this outcome?

- Continue and value nutrition program
- Promote staff wellness
- Positive community and cultural connections
- Multiple access points for engagement
- Collaborative decision making
- Build cross graded activities – Book Buddies
- Cross graded special days – Ex. Spring Fling
- Incorporate executive functioning strategies into day/ week regularly
- Focus on Zone of Proximal development and utilize in cooperative activities such as board games
- Create a creative Friday schedule to allow for staff collaboration and student exploration

What will we intentionally focus on during the 2025-2026 school year to help progress towards achieving this outcome?

- Build community partnerships to support our nutrition program
- Regular check ins within team members
- Regular check ins with students/ families
- Early connections with families
- Increase attendance expectations
- Metacognition/ executive functioning lessons