

Fleetwood-Bawden School



2022-23 Assurance Plan

School Vision Statement

All learners achieve success and make a positive difference in the world.

School Mission Statement

Fleetwood-Bawden is a collaborative community, where everyone is valued and students achieve success by engaging in high quality, inclusive learning experiences.



Fleetwood-Bawden
ELEMENTARY SCHOOL

fb.lethsd.ab.ca



ASSURANCE PLANNING

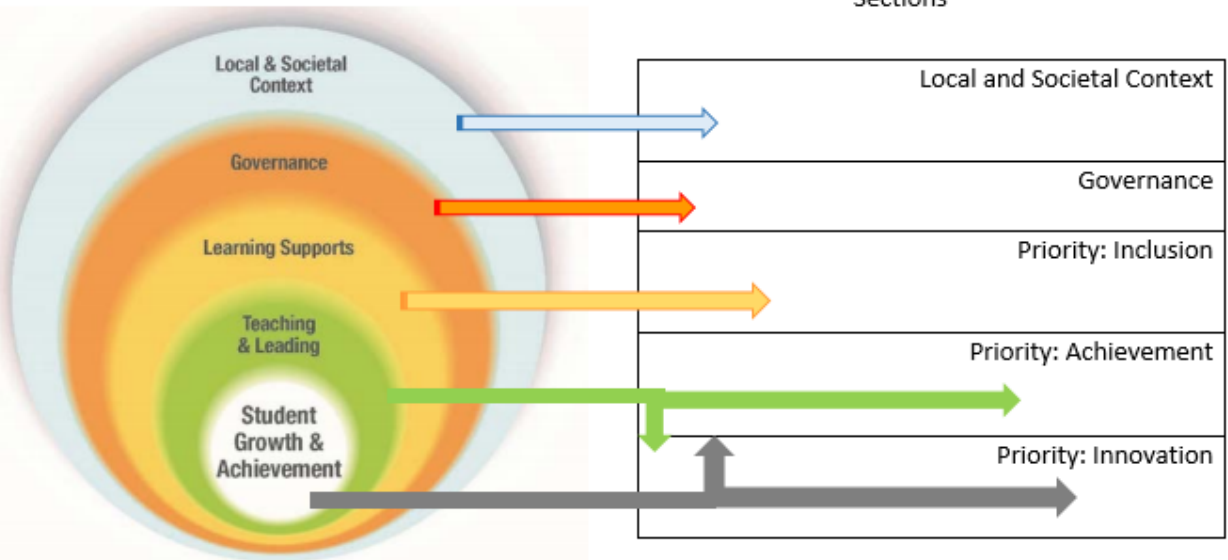
This is the second year planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division 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

Fleetwood-Bawden houses approximately 330 students from Early Education to Grade 5. Fleetwood is a dual-track school, hosting children in a mainstream educational program and a Montessori program. Children attending Fleetwood walk from the surrounding neighbourhood, and approved Montessori students are bussed from various parts of the city.

Fleetwood provides an inclusive, welcoming, caring, respectful and safe learning environment where we strive to engage students in learning. Our dedicated staff include: administrators, teachers, educational assistants, learning support teacher, teacher-counsellor, learning commons facilitator, administrative support and assistant, speech assistant, early literacy assistant and care-takers. In addition to a school-based team, the school is also supported by division staff including: lead teachers, school psychologists, speech language pathologists, family support workers and the Mental Health Capacity Building Team. Numerous parent and community partners are considered a valued part of our team.

In addition to providing an engaging academic program, staff members devote many hours to extra-curricular activities. Fleetwood encourages student led activities. Programs are offered throughout the year during nutrition breaks and after school. Programs vary from year to year dependent on the interests of the school. Some activities in past years have included: 3D printing club, robotics club, handbells, choir, sports activities (soccer, floor hockey, basketball, skating...), drama, games and craft clubs. Learning spaces extend beyond classrooms to our gymnasium, music room, movement room, calming space, literacy lounge, computer lab, outdoor classroom, kitchen, Wellness Centre and Learning Commons. The Learning Commons houses numerous books, resources and technologies including computers, laptops, iPads, 3D printing and a screen for video conferencing and presentations. Fleetwood is situated on a generous playing field where students have access to many sports activities. A full-sized playground further enhances outdoor activities for students and the surrounding community. Fleetwood strives to be an environmentally friendly school through its promotion of environmental stewardship and sustainable practices. This includes recycling programs, minimizing the consumption of paper, community garden and composting initiatives, as well as student displays throughout the year focusing on environmental issues. In addition, school-wide presentations by Evergreen Theatre and guest visitors like Scientists in School are invited to our school for students to explore environmental issues and science concepts. Fleetwood is known for integrating healthy living practices into all facets of students' time at school. A recent grant received from Breakfast Clubs of Canada allows for a free daily nutritious breakfast to be available to all students. Movement breaks and wellness activities are incorporated into lessons; movement equipment is available in classrooms and hallways (such as desk cycles, wiggle cushions,

DIVISION PRIORITIES

Achievement

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

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

Goal	Study/Resources	Strategies	Measures
Continue to provide students with rich literacy learning experiences	<ul style="list-style-type: none"> • Jodie Babki • F & P assessment tool • STEAM resources and activities • Writer's Workshop Model • Rime Magic 	<ul style="list-style-type: none"> • Staff will receive on-going and up-to-date professional learning • Data informed practices will focus instruction on student needs • Technology and learning commons strategies will be infused into lessons 	<ul style="list-style-type: none"> • Staff use data to inform practice • Improved literacy skills in students, including confidence • Identify what Fleetwood's best practices are in literacy
Continue to provide students with rich numeracy learning experiences	<ul style="list-style-type: none"> • Michaela Demers • Building Thinking Classrooms - Peter Liljedahl • MIPI Assessment Tool • Building Fact Fluency Kits • Math Interview Kits • STEAM Resources 	<ul style="list-style-type: none"> • Staff will receive on-going and up-to-date professional learning • Data informed practices will focus instruction on student needs • Technology and learning commons strategies will be infused into lessons 	<ul style="list-style-type: none"> • Staff use data to inform practice • Improved numeracy skills in students, including confidence • Identify what Fleetwood's best practices are in numeracy
Identify and implement best practices in regard to classroom and student interventions	<ul style="list-style-type: none"> • Division Teams (Inclusive Education and Early Learning) • Division SLP/OT, SWCSS PT • School Wellness Team • Learning Support Teachers • Lead teachers 	<ul style="list-style-type: none"> • Implement thinking classroom routines • Create effective push-in supports as supported by research 	<ul style="list-style-type: none"> • Student growth in areas of challenge • Are teachers recognizing the impact that push-in supports can have? • Thinking classroom routines are adopted to enhance student learning
Ensure students can access a variety of means to demonstrate their understanding and learning	<ul style="list-style-type: none"> • Creating Thinking Classrooms—Newman and Case • Visible Thinking—Ritchart and Church • Universal Design for Learning • Concept-Based Learning 	<ul style="list-style-type: none"> • Teach through a concept-based lens allowing for depth and connection to content • Infuse principles of UDL • Implement thinking classroom routines 	<ul style="list-style-type: none"> • Students can make connections between various objectives • Students demonstrate knowledge through written word, oral language, project-based learning, etc.

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 and services

Goal	Study/Resources	Strategies	Measures
School-based Inquiry question focused on authentically braiding Indigenous ways of knowing into our school's everyday life and culture.	<ul style="list-style-type: none"> • Mel Morrow • ATA Pebbles Resources 	<ul style="list-style-type: none"> • Each grade level team has an authentic focus for their growth and learning . They will share this with all staff at staff meetings and PL opportunities 	<ul style="list-style-type: none"> • Have our students gained a greater understanding and appreciation for learning in different ways and through different cultural practices? • Are we beginning to do more than just "one-off" acknowledgements?
To establish an inclusion and diversity club for students and staff	<ul style="list-style-type: none"> • ATA Resources • Outreach PL opportunities and resources • Many book resource lists compiled by the school division and the U of L bookstore 	<ul style="list-style-type: none"> • Universal lessons throughout our school that focus on appreciation/inclusion/acceptance regardless of culture, religion, gender identity, etc. • Guest Speakers • Staff Learning Opportunities • Increased representation of all groups around the school halls and class rooms 	<ul style="list-style-type: none"> • Have we established common language around what inclusion is at Fleetwood? • Have our students gained a greater understanding and appreciation for the differences represented in our school? • All should be feel a sense of belonging and safety
Provide a healthy breakfast and lunch for ALL students to start their day off in a healthy way;	<ul style="list-style-type: none"> • Breakfast Clubs of Canada Resources • Lethbridge Food Bank's Mindful Munchies Program • Lethbridge School Division Nutrition Grant 	<ul style="list-style-type: none"> • solidify grant monies from resources to provide required food • Ensure all students are aware that food is accessible and educate on who can use access the program 	<ul style="list-style-type: none"> • students are able to focus and settle in to learning more quickly as their basic needs are being met. • Sense of community is fostered as shared by students through discussion
To continue best practices in meeting student regulation and learning needs: through integrated classroom support and shared school spaces	<ul style="list-style-type: none"> • School Wellness Team • Learning Support Teacher • Numerous research articles • Zones of Regulation • Community Foundations Grant (Spring 2022 Application) • Little Spot Series 	<ul style="list-style-type: none"> • Universally accessible self-regulation tools and spaces including the continued development of our sensory gym, calming room, hallway exercise areas, and Zones of Regulation education • Universal Programming addressing character education, mindfulness, empathy, and self-regulation 	<ul style="list-style-type: none"> • Do classrooms have the required supports and tools for their students' needs? • Students are able to seek out regulation tools and share what they need in order to regulate • Fewer unregulated moments for students which may result in greater learning

DIVISION PRIORITIES

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
Reconnect with the community after a pandemic	<ul style="list-style-type: none">• Social Media Accounts (Facebook, Instagram, and webpage)• Class Dojo	<ul style="list-style-type: none">• Increase Social Media presence through fun and engaging videos• Parent Survey as to what communication tools are most used• Principal Blog	<ul style="list-style-type: none">• Results of parent survey to indicate best methods of communication• Tracking of usage (increased interaction)• End of year survey to inform next year's practices
Staff will use concept-based learning and instruction practices to foster deep and critical thinking. Project-based learning will be presented as an option to demonstrate their learning.	<ul style="list-style-type: none">• Thinking Classrooms• STEAM Resources• Maker-Space Activities	<ul style="list-style-type: none">• Implement principles of Thinking Classrooms and concept-based learning• Shift focus to process of learning; embrace mistakes• Weekly maker space activities• Continue to develop outdoor classroom and outdoor learning	<ul style="list-style-type: none">• Are students able to make connections between concepts and real/everyday life?• Are students able to make connections between concepts learned in a variety of subject areas?• Are students taking risks and persevering through challenges?
School-wide in-person celebrations will occur to encourage the sharing of learning and celebrate the successes of our staff and students	<ul style="list-style-type: none">• All staff and students	<ul style="list-style-type: none">• An assembly committee will plan regular assemblies to celebrate school events, student learning, and build connection and community	<ul style="list-style-type: none">• Do our staff and students feel connected? (discussion as to effectiveness)
Implementation of a new school motto that embodies who we are—a safe, caring, and inclusive learning environment	<ul style="list-style-type: none">• Staff retreat• Staff Meetings and Professional Learning Days• Microsoft Forms to receive input and feedback	<ul style="list-style-type: none">• Work through a process with staff to create a motto• Once a motto is decided upon, ways to promote the motto and truly live it will be created and shared	<ul style="list-style-type: none">• Is the motto fulfilling its purpose of providing a unifying message for all staff and students?• Are we seeing improved skills and interactions (social, emotional, physical, mental, and academic needs are being met)