Fleetwood-Bawden Elementary

www.fb.lethsd.ab.ca

2024/2025 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.

Lethbridge
SCHOOL DIVISION

ASSURANCE PLANNING

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

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

Local & Societal Context
Governance
Learning Supports
Teaching & Leading
Student Growth & Achievement

SCHOOL CONTEXT

Fleetwood-Bawden houses approximately 350 students from Early Education to Grade 5. Fleetwood is a dual-track school, hosting children in Montessori and Mainstream educational programming. Children attending Fleetwood walk from the surrounding neighbourhood; and approved 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 their learning. Our dedicated staff include: administrators, teachers, teacher counsellor, student support worker, educational assistants, learning support teacher, learning commons facilitator, administrative support, speech assistant, early literacy assistant and caretakers.

Fleetwood-Bawden is also supported by our Division's centralized staff including; lead teachers, school psychologists and speech language pathologists. Community supports are also provided 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.

Learning spaces extend beyond classrooms to our gymnasium, music room, movement room, calming space, literacy lounge, computer labs, outdoor classroom, kitchen, Wellness Centre and Learning Commons.

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.
- • Our School Survey – Student expectations for success.
- • Our School Survey – Students who are interested in motivated.
- • Our School Survey – Students that value schooling outcomes.

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.
- • MIPI and Alberta Education Numeracy Screening Assessment results and trends

What is our desired *outcome*?

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

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

- A focus on improving spaces and focusing on efficacy, efficiency, and purpose of spaces around the school, including the reorganization and increased accessibility to resources and materials (creation of a Book Room, Montessori Resource and Materials Room and Levelled Book Carts)
- Increased teacher awareness and reflection around SLA and SLP supports, pushing in supports using a methodically organized universal literacy resource – Fly Leaf.
- Focus on the re-organization and streamlining of science resources and materials.
- Purging outdated resources and materials to free space for new materials.
- Grade 4/5 Mini Town Hall to discuss student engagement and the impacts on student learning

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Focus on our WHY? Deepen our understanding that school is societies equalizer and as a school staff we can make the biggest impact on shifting the trajectory of a child's learning journey. We will continue to focus on our purpose; student learning.
- Levelled Literacy Intervention- supported by SLA and LST
- Increased independent and instructional reading at appropriate level
- Increased instructional leadership in literacy and numeracy
- Increased focus on developing our Learning Commons to increase curricular experiences
- Using data to determine appropriate interventions

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

2024/2025 Teaching and Leading – Area of Focus

<u>What is our desired *outcome*?</u>

Staff respond effectively to the unique needs of all learners.

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

- Increased universal mental health supports embedded in the classroom (Second Step and Little Spot)
- Increased clarity about the role and structure of the SLA and SLP
- Increased focus on targeted and specialized supports both embedded and pull-out when possible.
- Embedded teacher and EA professional learning about literacy intervention resources and activities
- Scheduling common grade level literacy and numeracy blocks
- Increased use of volunteers and guests to support learning

<u>What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?</u>

- Increased focus on data to inform teacher practice and decision making
- Effective and intentional timetabling
- Increased focus on effective spaces
- Increased focus on roles and responsibilities of all staff through professional conversation and reflection

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.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school 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

2024/2025 Learning Supports – Area of Focus

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?

- Embedded universal wellness lessons with all grades (focus on Second Step and Little Spot of Emotions)
- Stronger collaboration with school partners: parent volunteers, school psychologist, Mental Health capacity Building (MHCB) Team, Family support Worker (FSW) Team, community supports including, but not limited to: Child Family Services, AHS Children's Mental Health and Addictions, Lethbridge Family Services (Immigrant Services and Counselling)
- Increased utilization of ATA fund for embedded professional learning for teachers.
- Increased outreach through SAPDC and the University of Lethbridge
- Increased clarity and understanding about different partners and the potential impacts on student learning.
- Broader understanding of impacts of SLA and SLP
- Build relationships with local businesses to support our nutrition program

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

- Focus on best practices. Increase opportunities for staff to develop an understanding of best practice. Re-define what "supports" can look like at school and how the school can connect families to outside agencies for deeper levels of support.
- Connecting our students and families with outside agencies. Increased focus to wrap around supports and services.