

General Stewart School



2022/23 Assurance Plan

School Vision Statement

At general Stewart we are kind, believe in ourselves, embrace challenges treat everyone with respect, work hard and dream big.

School Mission Statement

We the General Stewart staff recognize and appreciate the uniqueness of each member of our community. We will guide and assist our students to be the best they can be, intellectually, socially, emotionally and physically within an atmosphere of warmth and togetherness, care and concern, respect and trust.



gs.lethsd.ab.ca



ASSURANCE PLANNING

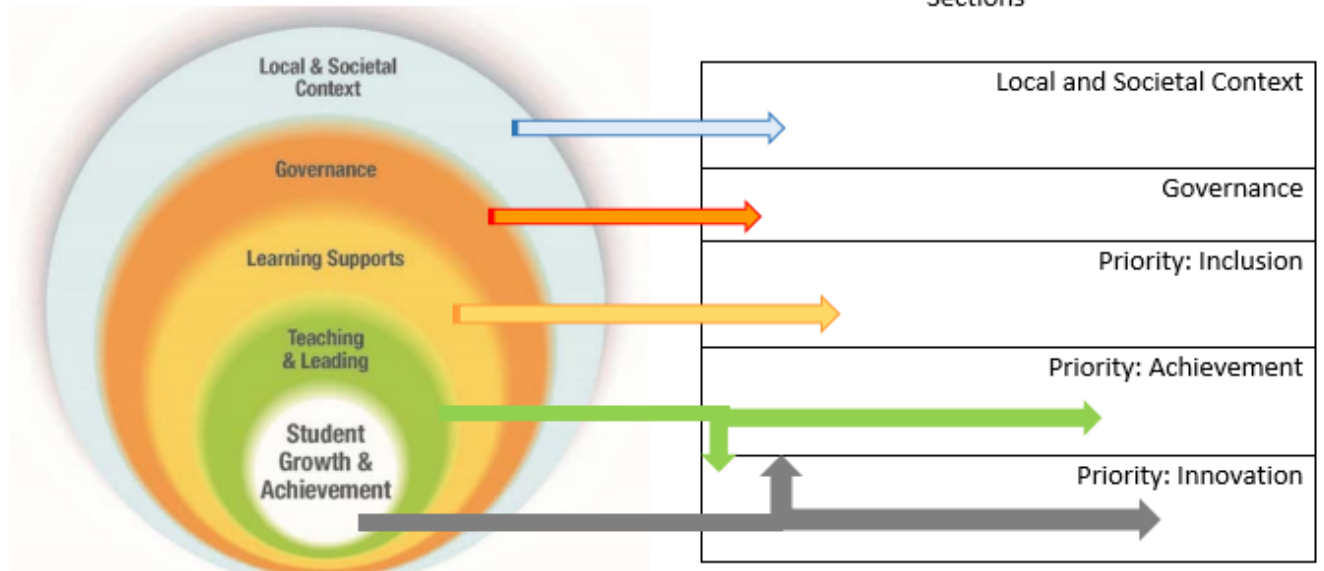
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still 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

General Stewart is a small school of about 100 students from Kindergarten to grade five. The size of our school is one of its biggest assets as it allows us to get to know each other very well and very quickly. Within our school, staff, students, parents and community members work together to support one another and provide the best possible education for our students. We believe that the most important factor in the success of a school is the people within it. Each and every staff member at General Stewart shares a common goal of providing the most rewarding, enriching educational experience that we can. This means helping our students to become well-rounded individuals that are resilient, creative, determined, responsible, curious and happy. The staff at General Stewart truly are second to none and they work diligently to challenge their students to be the best they can be. Over the past few years, we have focused on the development of a growth mindset and that continues this year with our slogan Fail Fast, Fail Often and Fail Forward! Trying new things, making adjustments and trying again are the cornerstones of building resiliency and that is what we aim to do. We look for ways to create new opportunities for student learning in and out of the classroom. We continue to refine and improve our literacy and numeracy practices with a focus on meeting students where they are to help them improve and grow. We were one of the schools that piloted the Building Fact Fluency kits and found them to be excellent resources to help our students learn. Our school has aimed to integrate technology and use it as a tool to improve student learning. Last year we incorporated Minecraft Education's MANITO AHBEE AKI world to explore indigenous history and culture. We also had every one of our grade K-5 students work with a geometry modelling program to design their very own item that was then printed on our 3D printers. This year we are planning on continuing to pursue new goals and opportunities as our students increase their knowledge, familiarity and understanding.

Overall, our school is a fantastic place for students, staff and families to work together. Our Accountability pillar results continue to be Very High and our partnership with our School Council is very positive and effective. We have implemented and plan to continue our General Stewart Family Evenings to build community and stay connected with our families. Our challenges include a shrinking number of families in our catchment area which has resulted in a small drop in our school population each of the past few years. In addition, the water drainage in the playground and parking lot continues to be a concern.

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.

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
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Implement deep thinking practices in numeracy and literacy	<ul style="list-style-type: none"> • Building Thinking Classrooms in Mathematics—Peter Liljedahl 	<ul style="list-style-type: none"> • F&P and MIPI data to inform instruction, use of Foundational Skills Interview • Rich Tasks • Number Talks • Writer's Workshop • Reader's Workshop 	<ul style="list-style-type: none"> • MIPI results—post assessment (following year)
Continue to provide personalized instruction based on evidence to meet the needs of all students	<ul style="list-style-type: none"> • UDL Needs assessments and Support Plans (Shelley Moore) • Workshop Model of Instruction — Lead Teachers 	<ul style="list-style-type: none"> • Number sense and Thinking Routines • Workshop Model of Instruction • Building Thinking Classrooms • Flexible groupings • Personalized instruction and feedback 	<ul style="list-style-type: none"> • F&P results (spring), • LeNS and CC3 assessments • MIPI results (spring and following year) • Teacher observations
Staff increase indigenous visibility and representation in the school and increase the implementation of indigenous ways of knowing into their practice	<ul style="list-style-type: none"> • John Chief Calf • Melanie Morrow 	<ul style="list-style-type: none"> • Land acknowledgement before O Canada each morning • Daily Gratitude in Blackfoot • Grandfather Teachings on Bulletin Board • Indigenous Education Spotlight • Indigenous Peoples Day School-wide Smudging Ceremony and special classroom activities 	<ul style="list-style-type: none"> • Teacher reflection • Feedback from Elementary Indigenous Education Teachers • Engagement and applied learning with Indigenous Ways of Knowing • Student engagement in activities
Students demonstrate characteristics of good citizenship including Respect, Courage, Truth, Love, Humility, Honesty, and Wisdom while focusing on maintaining (or improving) their mental health.	Student Support Worker (Mamta), School Psychologist, Kelso's Choice, Zones of Regulation	Staff model and reinforce good citizenship practices among students through classroom expectations, reminders and corrections	<ul style="list-style-type: none"> • Staff and students demonstrate and model characteristics of good citizenship

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
<ul style="list-style-type: none"> Establish a Thinking Culture within the school 	<ul style="list-style-type: none"> <i>Thinking Classrooms in Mathematics</i> <i>Staff Book Study and Staff Meeting Discussion</i> 	<ul style="list-style-type: none"> Read thinking Classrooms in Mathematics and use the Book Study guide to frame discussions in staff meetings and PL days. Reflect on our practices and look for ways to improve what we are doing 	<ul style="list-style-type: none"> Increased thinking for students and staff within activities in classrooms and the school Increased opportunities for students to recognize their thinking Common language
Maintaining a Comprehensive Literacy Focus	Lucy Calkins, LLI, Spark Reading, This is Balanced Literacy Book, Barbara Mariconda, Robin Bright, Bev Smith	<ul style="list-style-type: none"> Explicit teaching, modeling, creative connections and opportunities, reflecting, think pair share, Literacy Centers, Daily 5 Reading, Reader's Workshop, Writer's Workshop, small flexible groups, sentence frames, Student choice, personalized instruction, independent reading, guided reading, Book Clubs 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Classroom –based assessments Spark Reading Progress
Maintaining a Comprehensive Numeracy Focus	Zorbits, Mathstoria, <i>Building Thinking Classrooms in Mathematics</i> , Building Math Fluency Kits, MIPI assessment, Teacher created math games and youcubed.org (Jo Boaler website)	<ul style="list-style-type: none"> Math Workshop Model Whole group, small group and targeted instruction Hands-on interactive manipulatives & games, digital resources Zorbits and Mathstoria, Thinking Routines and increasing opportunities for students to think 	<ul style="list-style-type: none"> MIPI results - post assessment Classroom-based assessments High Participation in Thinking activities around the school
Behavioural and Socioemotional Planning and Support	Student Support Worker (Mamta), School Psychologist, Kelso's Choice, Zones of Regulation	<ul style="list-style-type: none"> Proactively build positive relationships, SIVA, Universal strategies for Self-Regulation and decision making including Zones of Regulation and Kelso's Choice, Routines, social stories, behavioural plans, Student Support Worker (Mamta) 	<ul style="list-style-type: none"> Regulated & focused classrooms Teacher anecdotal observations of student interactions and the number of conflicts successfully resolved

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, Building Thinking Classrooms in Mathematics, Division Steering Committees, Staff Book Studies	Engagement Time, Group questions and discussion, Division collaborative communities, Staff meetings, School based PL Days	Staff engagement Observable change in instructional practice Student Engagement and learning
Continue to provide personalized instruction based on evidence to meet the needs of all student	<ul style="list-style-type: none">• UDL Needs assessments and Support Plans (Shelley Moore)• Workshop Model of Instruction — Lead Teachers	<ul style="list-style-type: none">• Number sense and Thinking Routines• Workshop Model of Instruction• Building Thinking Classrooms• Flexible groupings• Personalized instruction and feedback	<ul style="list-style-type: none">• F&P results (spring),• LeNS and CC3 assessments• MIPI results (spring and following year)• Teacher observations
Wellness for Students and Staff	<ul style="list-style-type: none">• School-based Wellness Team• MHCB Team• Community Supports	<ul style="list-style-type: none">• Covid and hygiene practices• Universal Programming• Emphasis on Good Citizenship practices	<ul style="list-style-type: none">• Staff Reflection and observation• Student Survey• Parent Survey

School Goal or Inquiry

To what extend and in which ways will a school wide focus on UDL improve our ability to meet the needs of all students and improve staff efficiency and practice?

Possible Resources: Staff Conversations, Variety of PBL products and activities, Choice Boards, Picture Books, Various websites for themes, Boxcars and One-Eyed Jacks, Other Math games and sites.

Strategies	Timeline	Indicators of Success
School Based PL collaboration with Coalbanks	2022-23 School Year	Teachers are better able to meet the needs of all students in class using data (MIPI, F&P, other classroom assessments and observations)
Staff meeting PL	2022-23 School Year	Teachers are better able to meet the needs of all students in class using data (MIPI, F&P, other classroom assessments and observations)
Book Study	2022-23 School Year	Staff complete the book study to better understand the breadth and effectiveness of UDL practices and to implement these practices in their classrooms