

General Stewart Elementary



www.gs.lethsd.ab.ca

2024/2025 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

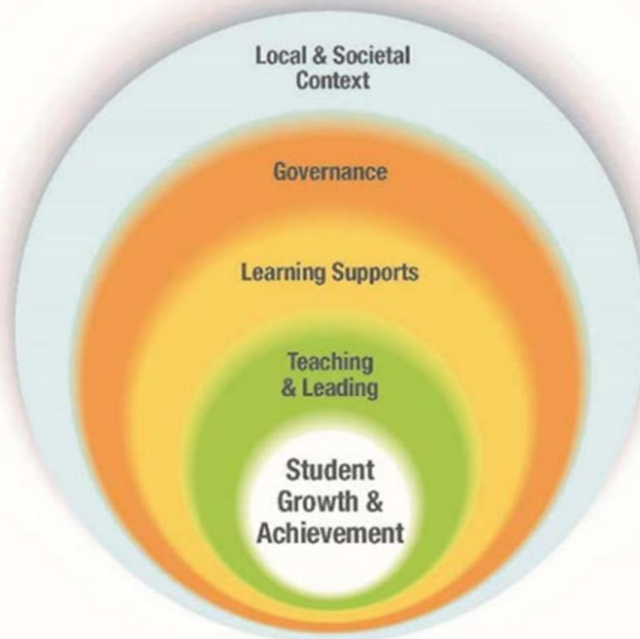
We the General Stewart staff recognize and appreciate the uniqueness of each member of our community. We will guide and assist our students to be the best they can be, intellectually, socially, emotionally and physically within an atmosphere of warmth and togetherness, care and concern, respect and trust.



ASSURANCE PLANNING

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

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



SCHOOL CONTEXT

Description of School: General Stewart is a small school of about 120 students from Kindergarten to grade five. We have a total staff of 17, with 8 full or part time teachers (1 teacher at each grade level K – 5, 1 administrator, as well as a teacher – counsellor) and 9 support staff team members.

School Highlights: The size of our school is one of its biggest assets because it makes us a tight knit community. All stakeholders work together to support one another and provide the best possible education for our students. We strive to help 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.

We implement a Growth Mindset for all staff and students. Trying new things, making adjustments and trying again are the cornerstones of building resiliency and that is what we aim to do! We create opportunities for students to learn and build their own capacity as leaders. 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 integrate technology and use it as a tool to improve student learning. We have every one of our grade K-5 students work with a geometry modelling program to design their very own item that is printed on our 3D printers.

This year, we have filled our halls with metal posters from the Galt Museum that illustrate and show the connection of the Blackfoot people to the land, geography of the area and Blackfoot culture and designed our own Orange Shirt for Orange Shirt Day.

We have strong community engagement through our active volunteer program, assemblies and Family Evenings to build community and stay connected with our families.

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.

2024/2025 Student Growth and Achievement – Area of Focus

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?

- **Student Engagement** – building connections with students to incorporate areas of interest and creativity to increase student enthusiasm and connection to instruction.
- **Data Informed Instruction** – Using data to guide instruction by identifying areas of need, to use formative assessments to provide feedback and to form groups for a variety of specific purposes in direct instruction.
- **UDL Planning** – we have worked on planning and implementing a UDL framework to help our staff to increase student engagement through the use of Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.
- **Deep Thinking Practices** – using a variety of thinking Classroom Strategies, Rich Tasks, Number Talks, Writer’s Workshop, Mentor Texts and Thinking Routines to give students the opportunity to engage in productive struggle and promote independent thought and the sharing of perspectives and ideas.
- **Visibility and Representation** – we celebrate and recognize the diversity of our students with a visual presence as well as literature in our classroom libraries and Learning Commons.
- **Extra-curricular activities** – we have clubs and sports teams that encourage participation within our student population and provide them a variety of opportunities.
- **Timetabling for Effectiveness** – forming literacy and Numeracy blocks during the optimal learning times for students and being flexible to allow push-in support in the afternoons with our LST.
- **Use of Effective Resources** – utilizing the expertise of our Lead Teachers to help us get the most out of our numeracy and literacy resources including such things as Math Up, BFF Kits, Foundational Skills Interview, Rime Magic, Writing Continuums, etc.
- **Ongoing Staff PL** – to continue to find more effective ways to engage with students and increase learning.

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

- We will intentionally focus on two main areas next year. The first is data informed instruction to better allow us to identify students needs and provide the assistance in the areas that they need it and the second is continuing to improve student engagement by developing interesting, relevant and interest based activities and assessments. We are already doing both of these but we plan on increasing the focus on them for next year since some other areas, such as introducing and utilizing pedagogical techniques and new resources have been more of a focus this year and they will be better incorporated into our instructional practices.

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
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **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

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?

- **Breakfast and Nutrition Program** – we connect with our students and families to identify anyone in need of breakfast to start the day and then we provide healthy snacks throughout the day for anyone to take.
- **Meeting other Basic Needs** – we connect with students and families to identify home food insecurity concerns as well as clothing and connections to community organizations to provide assistance.
- **Self-Regulation Strategies** – we provide Universal Programming to all of our students to learn basic strategies to help them regulate themselves and we model them together during our Morning Announcements.
- **Conflict Resolution Strategies** – we have Universal Programming including programs such as Second Step to help students build capacity to work through disagreements and conflicts
- **Morning Meetings** – we incorporate morning meetings to give students the opportunities to connect on a socio-emotional level and build relationships.
- **UDL Planning** – we have worked on planning and implementing a UDL framework to help our staff to increase student engagement through the use of Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.
- **Enrichment Days** – we have special days throughout the year where students are given a choice of a variety of activities to further increase engagement and creativity.
- **Inclusive Practices** – we celebrate and recognize the diversity of our students with a visual presence as well as activities such as our upcoming Community Evening and Culture Fair.
- **Extra-curricular activities** – we have clubs and sports teams that encourage participation within our student population and provide them a variety of opportunities.

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

- We will focus on meeting the conflict resolution strategies for our students next year. With our small school, there aren't options for students to be in separate classes so it is even more important that they develop strategies to interact, cooperate and resolve conflicts with one another. The Second Step Program will continue next year as Universal Programming and students will be more familiar with it and the strategies that it advocates. This will help to provide a strong foundation for continued conflict resolution capacity building.

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

- **Breakfast and Nutrition Program** – we connect with our students and families to identify anyone in need of breakfast to start the day and then we provide healthy snacks throughout the day for anyone to take.
- **Meeting other Basic Needs** – we connect with students and families to identify home food insecurity concerns as well as clothing and connections to community organizations to provide assistance.
- **Self-Regulation Strategies** – we provide Universal Programming to all of our students to learn basic strategies to help them regulate themselves and we model them together during our Morning Announcements.
- **Conflict Resolution Strategies** – we have Universal Programming including programs such as Second Step to help students build capacity to work through disagreements and conflicts
- **Morning Meetings** – we incorporate morning meetings to give students the opportunities to connect on a socio-emotional level and build relationships.
- **Inclusive Practices** - we celebrate and recognize the diversity of our students with a visual presence as well as activities such as our upcoming Community Evening and Culture Fair.
- **Physical Education and Fine Arts Programming** – these areas of instruction are especially important for many students to build confidence and connection to school.
- **Brain Breaks** – we incorporate whole class breaks as well as individual ones in order to help students reset and increase their level of engagement.

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

- We will focus on two areas next year. The first, is ensuring that the increasing number of students in our school that need breakfast, have it available to them so they can start the day in a better place, without the obstacle of hunger. The second areas is to help meet the socio-emotional needs of our students by continuing our Morning Meetings and providing more opportunities for students to share and connect with their peers while celebrating and recognizing them in their classroom community. We will further emphasize this by having admin reinforce positive contributions and connections both within and outside of the classroom.

School Domain

While our survey results are positive and strong, we have had a decrease in one area that we would like to focus on for next year. Last year we had a slight drop in the Sense of Belonging domain for our students, though it was still above norms, and this year for the second year in a row, there was a drop. Since we have a small survey sample size, even one student can make a significant change in the percentages at our school.

Our plan to improve this area includes the following strategies:

- Continue the use of Morning Meetings to give students opportunities to share and learn about others. It is important that staff facilitate this and emphasize positive interactions and responses with enthusiasm, compassion and respect.
- Continue to meet students at the doors and welcome them in a variety of student-selected ways to let them know that they have autonomy, consent and choice.
- Continue the use of the Second Step Program and to work on Conflict Resolution strategies to help students to feel safe while independently working through challenges and differences and to involve adults when necessary.
- School and Classroom Community – use common classroom goals to help build comradery and support between peers in the class.
- Continue and expand upon School Spirit initiatives including the use of Spirit Days, School Shirts, Enrichment Days, Community Evenings, Assemblies and Special Events such as Feed the Bug, Terry Fox Walk, Airband and Talent Show, etc.