

# General Stewart Elementary



[www.gs.lethsd.ab.ca](http://www.gs.lethsd.ab.ca)

## 2025/2026 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:

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



### SCHOOL CONTEXT

Our Kindergarten to grade 5 elementary school offers a warm, supportive learning environment with one class at each grade level, allowing for personalized attention and strong relationships among students, staff, and families. With a dedicated team of seven teaching staff—including administration and a teacher counsellor—alongside support personnel, a learning commons facilitator, and administrative support, we provide a well-rounded, student-focused educational experience. Our small size of around 100 students, enables us to foster a close-knit community where every child is known, valued, and empowered to thrive academically, socially, and emotionally.

#### School Highlights:

- **Community Involvement:** The active school council and open classrooms foster parental engagement. Events like Haul for Fall, Terry Fox, Snowflake Ball and Remembrance Day bring the community together and enhance connectedness for all.
- **Learning and Development:** The small student body allows for close connections between staff and students. Indigenous knowledge is integrated through weekly announcements, promoting cultural awareness. Additionally, EAL support and staff training ensure that all students, regardless of background, are supported in their learning.

# 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

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**

Instruction is designed to reflect student interests and creativity, fostering stronger connections to learning and increasing motivation and participation.

### **Data-Informed Instruction**

We use assessment data to guide instructional decisions, identify area of need, provide timely feedback, and form flexible student groupings for targeted instruction.

### **Ongoing Professional Learning**

Staff engage in continuous professional development to explore effective teaching strategies, enhance student engagement, and improve learning outcomes.

### **Support for English as an Additional Language (EAL)**

We provide targeted support for students learning English as an additional language to ensure equitable access to the curriculum.

### **Cross-Grade Collaborations**

Initiatives such as Enrichment Days, book buddies, and collaborative art projects bring students from different grade levels together, fostering a sense of belonging and promoting inclusivity.

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

### **UFLI (University of Florida Literacy Institute) – Kindergarten to Grade Three**

- Early literacy development using structured phonics-based instruction.
- Implement daily UFLI Foundations lessons.
- Use progress monitoring tools to track student growth.

### **Learning Commons Redevelopment**

- Transforming the learning commons into a hands-on, creative learning environment.
- Makerspace opportunities for all students
- Integrate cross-curricular projects beyond the scheduled learning commons times

### **Focus on Computational Thinking**

- Embedding problem-solving and algorithmic thinking across subjects.
- Use platforms like Scratch, Code.org, or Micro:bit with the assistance of Division Tech support
- Offer unplugged activities to teach logic and sequencing that are at times supported by Makers Space in the Learning Commons

# 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.



## 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?

### **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 aid.

### **Self-Regulation Strategies**

We provide Universal Programming to all our students to learn basic strategies to help them regulate themselves and we have intentionally included Mindfulness supports into classrooms.

### **Conflict Resolution Strategies**

We have Universal Programming including programs such as Second Step and Little Spot to help students build capacity to work through disagreements and conflicts.

### **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.

### **Extra-curricular activities**

We have clubs and sports teams that encourage participation within our student population and provide them a variety of opportunities including clubs and sports programs.

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

### **Fine Arts and Second Language**

Various fine arts opportunities exist within the school. Moving forward, we will have optional choir or handbell clubs that students can participate in. Student have the chance to participate in dramatic experiences within their classrooms through plays, readers theatre or other drama productions

Our grades 4 and 5 students will be learning French and Spanish as a second language course. This is a great opportunity to expose students to various languages and allow students to excel in new ways.

### **Small group and intervention**

Whether academic or social, meeting student needs is key for success. Small groups and interventions may occur with our Student Support Worker or Teacher Counsellor or through Learning Support as a means of targeting needs and supporting student growth.



# 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.
- 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.

## 2025/2026 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 proactively identify students and families in need of nutritional support. A healthy breakfast is provided to start the day, and nutritious snacks are made available throughout the day to ensure all students are well-nourished and ready to learn.

### **Basic Needs Support**

We collaborate with families to address food insecurity and clothing needs. Our team connects families with community organizations and resources to ensure students have the essentials they need to succeed.

### **Conflict Resolution and Social Skills Development**

We implement evidence-based programs such as *Second Step* and *Little Spot* to equip students with the skills to navigate interpersonal challenges. These programs are supported by classroom instruction, our teacher counsellor, and student support worker.

### **Enrichment Days**

Throughout the year, we host special Enrichment Days that offer students a choice of diverse, hands-on activities. These days are designed to foster creativity, engagement, and a love of learning beyond the traditional classroom setting.

### **Extra-Curricular Opportunities**

Our wide range of clubs and sports teams encourages student participation and provides meaningful opportunities for leadership, collaboration, and personal growth.

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

### **Outdoor learning**

We are focusing on increasing our learning outdoors. This connection to the land is vital for our ever-changing learning needs. We have applied for various grants which would great an outdoor learning space as well as a community garden.

### **Self-Regulation and Emotional Wellness**

Through universal programming, all students are taught foundational self-regulation strategies. With the support of various grants, we have enhanced our classrooms and alternative spaces with sensory tools to help students manage their emotions and maintain focus.

A sensory path will be installed to support self-regulation as students move throughout the hallways