

# Nicholas Sheran Elementary School



## 2023/24 Assurance Plan

### **School Vision Statement**

We are respectful, lifelong learners that are ready for the challenges of the future.

### **School Mission Statement**

Nicholas Sheran School is an inclusive and collaborative community, where students build resiliency by embracing challenges with innovative and critical thinking.



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



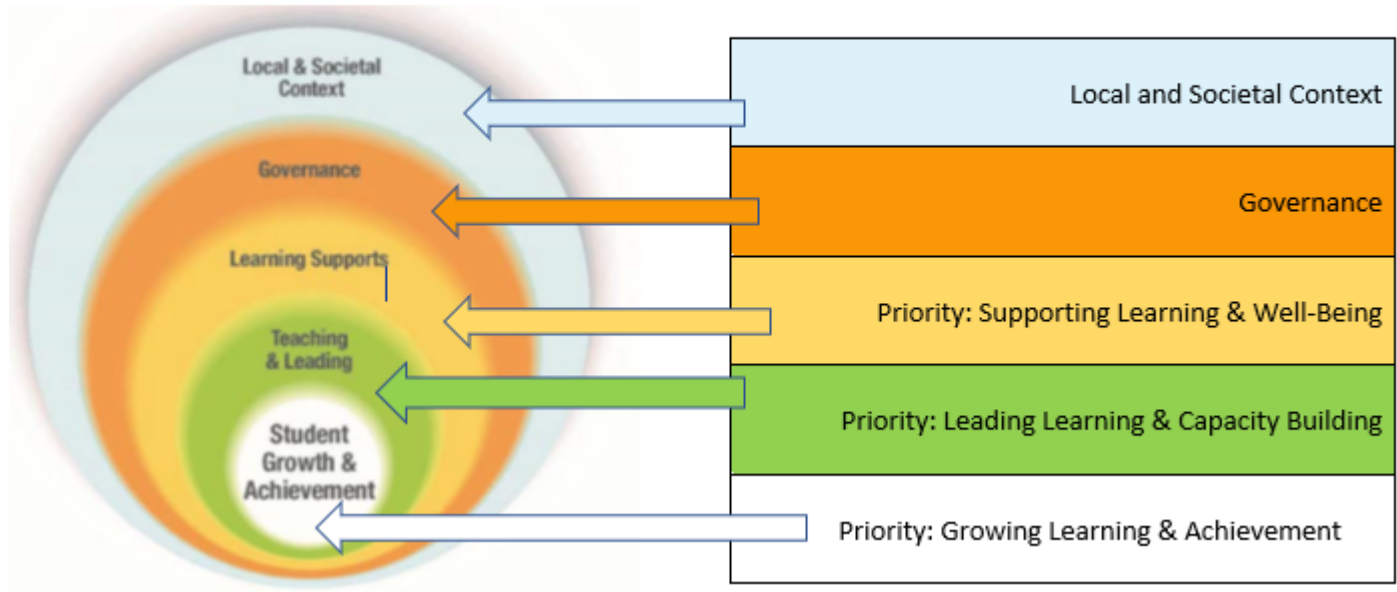
# ASSURANCE PLANNING

Assurance Planning 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 threaded through the provincial Assurance Domains.

## ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



### Nicholas Sheran Elementary School

Nicholas Sheran Elementary School provides Early Education Programs (EEP), Kindergarten and grade 1 to 5 classes. For approximately 400 children/students.

Our Early Education program provides programming to meet the social, emotional, and intellectual needs of 4 year olds. We offer Kindergarten classes which include Monday/Wednesday Tuesday/Thursday full day and a morning program with scheduled Fridays.

Nicholas Sheran School also provides a home for Nikki's Den, designed to support students with diverse abilities within an inclusive environment. This District Program provides opportunities for students with multiple physical, sensory, medical, cognitive and behavioral challenges to receive individualized programming in a specialized learning environment.

All programs and classes at Nicholas Sheran Elementary School are guided by our Values.

COLLABORATION – You work together toward a shared goal

RESPONSIBILITY – You do things you are expected to do and accept the consequences of your actions

COMPASSION – You show kindness, caring, and willingness to help others

RESILIENCE – You bounce back or recover from challenges

Our school strength lies in the diversity of of students, and our community, the talents and dedication of our staff, and our location on the beautiful Nicholas Sheran Park.

## DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

### Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.  
The school applies the resources needed to support Indigenous student achievement.
- Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

### Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes

Provincial Assurance Survey measure of citizenship

Provincial Assurance Survey measure of learning engagement

High School Completion

Goal	Strategies	Resources	Measures
Staff will support all student learning using best practices and evidence informed instruction.	<p>Building Fact Fluency kits/ Manipulatives, Mathology, Vertical Surfaces</p> <p>Teachers support a Workshop Model structure for reading and writing.</p> <p>Words Their Way (gr 2-5)</p> <p>Phonics work including: Heggerty, Rime Magic, Decodable Books, Literacy Place, Moving Up, Next Step Forward in Phonics, FlyLeaf resources</p> <p>LST and admin provide push in modelling of support for best practices</p>	<p>Implement practices that foster divergent mathematical thinking and a deep understanding of number sense such as Number Talks, Thinking Tasks, Thinking Classrooms</p> <p>Implementation of recommended strategies from collaborative Literacy and Numeracy Plan</p> <p>Teachers use a workshop model and the optimal learning model</p>	<p>MIPI results—fall and post assessment (following year)</p> <p>Boost Assessments— AB Ed Mandatory Assessments</p> <p>Fountas and Pinnell Benchmarks</p> <p>Teacher classroom assessments</p> <p>Student engagement</p>
<p>Application of foundational knowledge about First Nations, Metis and Inuit.</p> <p>Orange Shirt Day</p> <p>Treaty 7 Day</p> <p>National Day of Indigenous Peoples</p>	<p>Indigenous lead teacher— Thursday announcements</p> <p>Learning Commons Resource display— learning kits</p> <p>Take Me Outside website— info shared by Admin</p> <p>School-based Indigenous committee</p>	<p>Implementation of Indigenous Awareness activities</p> <p>Finding parallels between NSES Values and Blackfoot Values. Teaching partnerships with the Indigenous team</p> <p>Incorporate land based learning through Outdoor Learning activities</p>	<p>Observation/walk throughs</p> <p>Surveys to measure level of understanding for students, and staff—Implement Fall 23</p> <p>Feedback from students and staff (anecdotal feedback such as conversations)</p> <p>Round Dance Performances</p>
Application of foundational knowledge about First Nations, Metis and Inuit.	Creation of Student Leadership team provides input into school events and activities.	<p>Green Team—Green Bins</p> <p>Participation in announcements, assemblies from all grade levels</p>	Data tracking of student leadership initiatives and anecdotal observations

## DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

### Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

### Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	Inquiry (including digital) templates  Each teacher has specific resources related to their inquiry	Time scheduled for collaborative groups—embed in schedule regularly through enrichment opportunities– Fall 23  Meetings with Administration	Staff engagement  Observable change in instructional practice  Ongoing feedback for teacher inquiry
Professional learning takes place throughout the year—staff meetings, pl, collaborative time.	Building Thinking Classrooms in Mathematics  Creating Cultures of Thinking	Create ongoing opportunities for PL— announcements infusing thinking routines, outdoor learning and literacy/ numeracy challenges/activity kits	Staff engagement  Observable change in instructional practice  Ongoing feedback for teacher inquiry
Increased staff and student wellness based on outdoor learning opportunities.	Take Me Outside website— information shared through administrators  Ron Ritchhart— Creating Cultures of Thinking, Creating Thinking Classrooms	Daily tips for students and staff to enhance their understanding of the benefits of being outside  Use of Thinking Routines to have staff and students reflect and think about the value of being outdoors	Self reflection (teacher)  Quantitative analysis of how many times staff take students outside for regulation/ learning
Build capacity in Project Based Learning so students can develop and use strategies to think deeply about topics and share their learning with others	Learning Commons Facilitator  Staff meeting discussion October— Set up School Wide Project Fair to coincide with Sci-Fusion and Heritage Fair	Highlight classroom work during staff meetings, PL and share excitement with students during announcements	Fair in March  Feedback from teachers- I used to think/Now I think thinking routine.
Designing learning activities that are varied, engaging, and relevant where students acquire, apply and create new knowledge	Curriculum Resource Centre ATA Lending Library Learning Commons Facilitator  Division lead teachers in Numeracy, Literacy, ELL, and Indigenous Knowledge	Embedded time for Maker’s Space activities (Cycled curriculum)  Active staff participation in LC activities  Modelling thinking routines  Modelling workshop model	Anecdotal information gathering  Student ranking of activities that have been provided.  Scheduled class visits by admin

## DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

### Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

### Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.  
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.  Capacity building:  Trauma Informed Practice and Positive Behavior Supports  Regulation spaces and activities	Create spaces within school for : relaxation x 2, heavy work, Sensory room (With implemented proactive breaks)  Student regulation supported by Admin inquiry question.  Nikki’s Den Program  Wellness Team (School)  Universal Design for Learning (UDL)  Mental Health Capacity Building  Anti Bias-Anti Racism (ABAR) work	Values based character education (COLLABORATION, RESPONSIBILITY, COMPASSION, RESILIENCE)  Pyramid of Intervention  RTI Meetings  NSES Breakfast Program  ABAR work at Staff Meetings  Commitment of Universal and Targeted Strategies in all classrooms  (See chart below)	Number of students accessing nutrition program  Power School student log entries  Evidence in achievement of ISP goals  Student responses to Our School Survey– tied to Assurance survey for grade 4

### How NSES Values Support Inclusive Practices at NSES

Collaboration:-  Universal Class meetings Parent phone calls Staggered start  Targeted Care Team RTI meetings (L Teams, P/T interviews, ISP creation)	Responsibility  Universal Breaks Visual schedule  Targeted Meaningful jobs Check in/check out Individual visual sched	Compassion  Universal Zones of Regulation Relationship building (beginning year time)  Targeted 2X10 connection	Resilience  Universal Emotional regulation Mindfulness  Targeted WISE plan BSP, ISP
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Promote cultural diversity and intercultural understanding.  Display more First Nations language and culture and other cultures around the school	Indigenous Elementary Teacher  LFS Team  ELL Lead teacher  School Indigenous Education Committee	Division lead teacher supports classroom teachers  Participation in year-round indigenous cultural activities/Land based Learning/Play  Friday morning Indigenous focused announcements	Observation/walk throughs— Who are we at Nicholas Sheran?  Creating identity markers for NSES specifically– new song, logo, mascot  Celebrations at Assemblies
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**School Goal or Inquiry**

*Note—this section will be completed in the fall and plan updated by October 1, 2023*

**Possible Resources:**

**Strategies**

**Timeline**

**Indicators of Success**

