

Nicholas Sheran Elementary School



www.ns.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

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

School Mission Statement

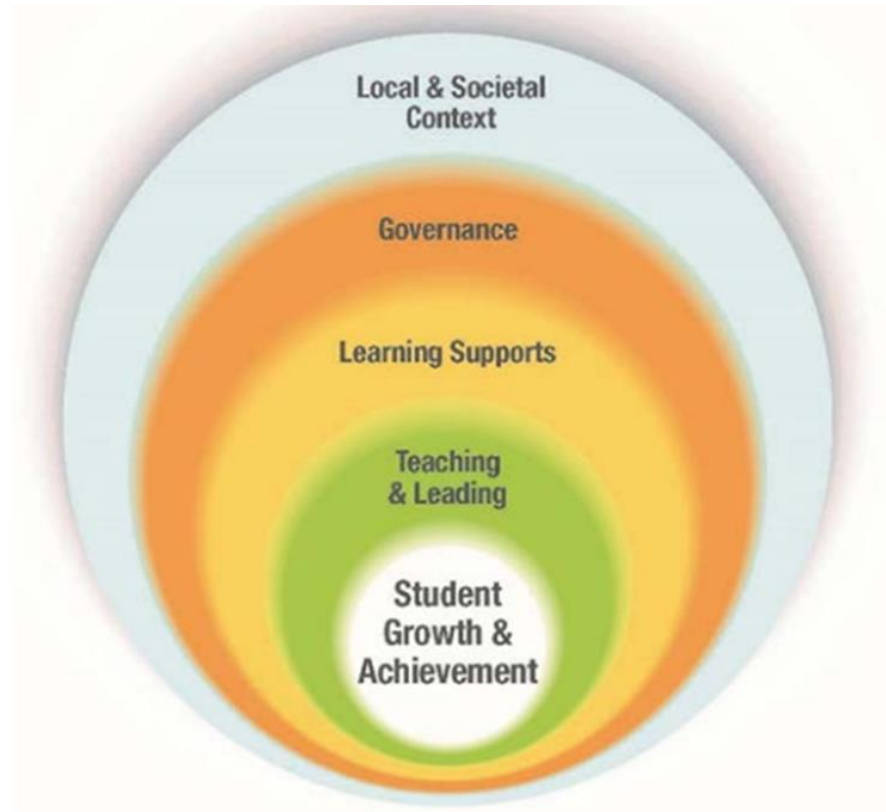
Nicholas Sheran Elementary School is an inclusive and collaborative community, where students build resiliency by embracing challenges with innovative and critical thinking.



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: Nicholas Sheran Elementary School provides an Early Education Program (EEP), Kindergarten, and Grades 1 to 5 classes, for approximately 385 children in our community. All programs and classes at our school are guided by our Core 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); and RESILIENCE (you bounce back or recover from challenges).

School Highlights:

- A vibrant, thriving music program with Junior Choir, Senior Choir, and two Handbell ensembles
- A diverse and welcoming learning community that celebrates differences and affirms our uniqueness
- A deep connection to west Lethbridge, and a land-based foundation within Nicholas Sheran Park
- A talented, dedicated, and compassionate staff that is committed to learning and growing as leaders
- A KinderCare Pilot Program to support students and families with accessing full-day care and programming
- A universal breakfast, snack, and lunch program delivered through nutrition grant funding and community donations

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*? (select only one)

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy, and critical thinking.
- Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous students thrive in learning environments that nurture and support growth and achievement.

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

- Teacher Collaborative Time - Providing teacher collaborative time to navigate curricular changes and to ensure that resources and teaching strategies are explored and incorporated into instruction.
- Incorporation of Research-Based Resources – Ensure that teaching resources used in classrooms are researched-based to ensure that they are linked to student success.
- Collaboration with Lead Teachers – The inclusion of lead teachers in residency opportunities, resources, and pedagogical practices allows teachers at NSES to grow the methods used to support student success.
- Student Instruction Led by Assessment- A range of assessments will be used to guide teachers to a deeper understanding of their students' learning and provide opportunity for them to modify programming as needed.
- Parent Engagement through Literacy and Numeracy Evenings – NSES values the opportunity for parents to learn alongside their children and to explore work being done at school. These engagement sessions also help parents learn how they can reinforce learned skills at home.
- Building Meaningful Connections – Students learn best when connected to the teachers supporting them at school. We believe that a relationship-focused school helps teachers better understand their students' needs.
- Push-In Model Support- Push-in support provided by our Learning Support Teacher and other experts allows teachers to learn about added resources and pedagogical practices through a supported process and teaching side-by-side.
- Protected Literacy Blocks – Research shows that uninterrupted blocks of literacy create and maintain an ideal learning environment. We commit to ensuring this time is available for each class.
- School-Wide Emphasis on Creating a Balanced Literacy Program – Recognizing that learning literacy skills is a complex process NSES will ensure all classrooms work to include all aspects of literacy in their instruction. Our literacy work plan is reviewed and updated annually.
- School-Wide Activities to Foster Excitement Around Reading (Book-off, Caught Reading, etc.) - At NSES we want to make reading impactful and are committed to exploring ways we can make reading fun, exciting, and engaging by incorporating whole school events.

- Staff-Based Literacy and Numeracy Committees – Provide time for teachers to work together to help create and ensure that there is a comprehensive plan around numeracy and literacy across grade levels.
- Workshop Model and Optimal Learning Model – Providing a workshop model that focuses on providing students with the opportunity to work through new skills as they learn.

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

- Nicholas Sheran Elementary School seeks to empower students to reach their potential through building strong foundations in literacy, numeracy, and critical thinking. Our staff are active on both school-based and division-supported committee work that emphasizes collaborative planning, critical reflection for the purpose of growth, and ongoing improvement. At our school, new strategies and resources are embraced, while balancing the need to continue using those tools we know can consistently be relied upon. Connections between grade level teaching partners, along with relationships staff have around the building, lead to engaging and thoughtful discussions about the best ways to build strong foundations for our students. We look forward to the 2024/2025 school year ahead where we can continue to develop a learning community focused on sustaining positive momentum and student achievement.

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*? (select only one)

Staff respond effectively to the unique needs of all learners.

Staff engage in ongoing professional learning to support optimal student learning.

Staff communicate with students, parents/guardians, and other stakeholders to collaboratively enhance student learning and achievement.

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

- Attending to Academic Supports- Teachers at NSES are committed to building strong understandings of the academic needs of their students to ensure that all children achieve success at school.
- Attending to Social-Emotional Supports – Work collaboratively to implementing proactive programming and other supports to ensure students’ social-emotional needs are met.
- Attending to Behaviour Supports – By viewing behavior as communication, teachers and support staff are more able to find ways to create effective support plans which identify strategies to support our students.
- Working to Identify and Support Root Causes to Support the Whole Child -- Collaborative responses help school staff identify root causes of academic, social-emotional, or behavioral challenges and to create plans to address needs.
- Collaboration with Stakeholders (Parents and Outside Agencies) - Collaboration with parents, guardians, and with outside agencies and experts allows schools to more effectively understand how to create the most effective support plans for students.
- Instruction that is Responsive to Ongoing Assessment and Reporting – Being responsive to student and school contexts allows the teachers at NSES to modify the ways we teach, and support students as needed.
- Response to Intervention (Pyramid of Intervention) - The Response to Intervention (RTI) model we currently use is valuable to our teaching staff and administrators. We plan to continue strengthening the model which allows us to hold students at the centre of our planning.
- Recognition of Multiple Ways for Learning and Assessment – Regular conversations during RTI and Learning Team Meetings focus on the value of exploring multiple ways of learning and assessment. Teachers are focused on building purposeful technology skills for the purpose of learning.
- Affirming Identity and Value at School – As with everything we do, an emphasis on affirming identity and celebrating the inherent value of all learners allows us to see the importance of tailoring initial instruction to the unique needs of all learners.

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

- Nicholas Sheran Elementary School looks forward to working on a priority goal of responding effectively to the unique needs of all learners. This is not a goal that can ever be achieved fully; in our learning community this is an ongoing priority that requires deep and constant attention to learning, growing, and understanding the unique needs of our students. As a school, we emphasize a collaborative approach to problem solving as well as planning for the future.

Working with community partners through our Wellness Team connections, our Learning Team Meetings, and our Response to Intervention meetings, allows us to leverage the strengths of our teams while understanding our blind spots and areas for growth. In the 2024/2025 school year, our Teaching and Leading area of focus will be responding effectively to the unique needs of all learners, and we are privileged to commit to this work each day.

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*? (select only one)

To ensure every person feels valued, respected, safe, and welcomed in our school communities.

To foster learning environments that enable each student to achieve learning success.

To foster the physical, mental, and emotional wellness of students to support optimal learning.

School communities take action to advance Truth and Reconciliation.

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

- Nicholas Sheran Values - Our school has created four core values: Collaboration, Responsibility, Compassion, and Resilience.
- Pride Committee - Our school is committed to creating safe humans for members of the 2SLGBTQIA+ Community, and we celebrate and affirm difference in our students, staff, families, and communities.
- Indigenous Education Committee - Through acts of ongoing reconciliation, our school commits itself to improving our knowledge and understanding of Indigenous Education in Lethbridge.
- Wellness Team (MHCB Team, FSW, School-Based Members) - Our school focuses on connection to our school-based and division-supported mental health and family wellness priorities.
- Nutrition Program - A universally accessible breakfast, snack, and lunch program are cornerstones of wellness within our community. All are welcome.
- Collaboration with Outside Programs (Vic Park, Big Brothers/Sisters, Community Sports) - Our friends and neighbours make our school stronger. Collaboration with community partners is vital.
- Visible Representations of School Diversity on Display and Public - Our school purposefully celebrates diversity in all its forms; one example is expanding our wall of flags that represent our students and their countries or communities of origin.
- Link NSES Values to Blackfoot Values - Our Indigenous Education Committee is looking into the goal of creating a parallel set of school values with Blackfoot words and concepts next year.
- Student Leadership - We continue to sustain an active student leadership presence that builds upon many years of recognizing the important contributions of student leaders to our school.
- ARAO (Anti Racism Anti Oppression) - Our school is actively engaged in self-reflection and education around Anti-Racism and Anit-Oppression within our school, our learning communities, and our school division.
- Indigenous Announcements - The elementary school Indigenous Announcements help us maintain connections to the Indigenous Education Team and the rest of our school division.

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

- Nicholas Sheran Elementary School is proud of its work that focuses on celebrating and affirming the uniqueness of each person who comes to our school. We believe in the important understanding that every person feels valued, respected, safe, and welcomed in our school community each day. Through our ongoing commitments to school-based committee work that celebrates and affirms difference, to our awareness and ongoing professional learning around

issues that are important to our school community, we sustain a culture of inclusion and affirmation. Next school year, we embark on the creation of our Indigenous Medicine Garden at the front of the school. As recipients of targeted grant funding for community engagement, we look forward to collaborating within our school, with community groups, and with local Elders and knowledge keepers, to create the garden. We are also proud of our universally accessible nutrition program that feeds dozens of young people each day.

School Domain

Our school is proud of many things; most importantly, our exceptional students. We offer a range of programming from Early Education Programming (EEP), Kindergarten, and Grades 1 through 5. We have a vibrant, thriving music community with Junior Choir, Senior Choir, and two Handbell ensembles. We have a diverse and welcoming learning community that celebrates differences and affirms our uniqueness. Nicholas Sheran Elementary School shares a deep connection to west Lethbridge and of course a land-based foundation within Nicholas Shearn Park. With our talented, dedicated, and compassionate staff, we remain committed to learning and growing as leaders. In the year ahead we look forward to successfully piloting the school division KinderCare program alongside Senator Buchanan Elementary, and we are excited to continue offering a thriving universal nutrition program that provides barrier-free access to health breakfast, snacks, and lunches each day. Another exciting development for the 2024/20-25 school year and beyond is our ambitious Indigenous Medicine Garden project that we will initiate in the summer and fall of 2024 through a generous grant from the TD Friends of the Environment program.