

# Coalbanks Elementary School



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## 2024/2025 Assurance Plan

### **School Vision Statement**

Building community through nurturing relationships and developing global, empathetic citizens.

*Construir una comunidad cultivada por relaciones afectivas y el desarrollo de ciudadanos con perspectiva global y empática.*

### **School Mission Statement**

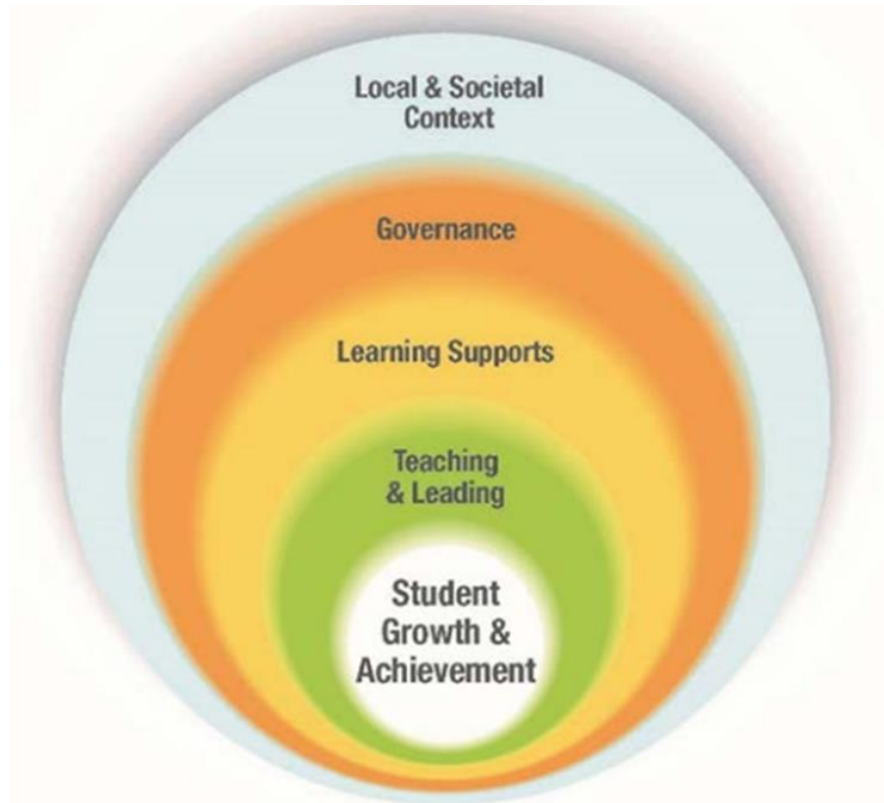
We will strive to nurture an inclusive environment where students learn the skills to be dynamic members of the global community.

*Haremos el esfuerzo de promover un ambiente inclusivo donde los estudiantes puedan aprender las habilidades que les permita ser miembros dinámicos en una comunidad global.*

# ASSURANCE PLANNING

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

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



## **Description of School:**

Coalbanks Elementary School is located in the community of Copperwood within the westside of Lethbridge. It serves approximately 665 students from Kindergarten to Grade 5. Coalbanks was built in 2017 and is classified as a 'green school'. Our school strives to be paperless, as best we can. Coalbanks is a 'dual-track' school that offers both an English stream, as well as a Spanish Bilingual program. Our school philosophy on class compilation supports a 'combined class' configuration. Our Kindergarten and Grade Ones are arranged in straight grades, while the rest of our classes are combined (i.e. Grade 2/3 and Grade 4/5). In our combined classes, students are enrolled in these classes for two consecutive years. Our entire school plans for a two-year looping cycle for learning and covering the curriculum.

Coalbanks prides itself in having three major priorities. The first is a focus on literacy. The second is a focus on numeracy. The third priority is a school-wide approach on inquiry based learning.

Our goal is to develop citizens of tomorrow that are innovative, inclusive and creative thinkers.

## **School Highlights:**

**Literacy:** Currently our students and staff have some wonderful accomplishments to celebrate when it comes to literacy results. Currently 70% of our students are at or above grade level throughout the school.

**Numeracy results:** Elk Island results – Grades 1-3 we only had a total of 15 out of 353 (4%) that were in the failed or nominal average range. That is 96% of our students at or above this range. Grade 4s (students impacted by COVID) – 16 out of 111 (14%) that were in the failed or nominal average range. Still, that is 86% of our students at or above this range.

We are very proud of the work we do with promoting literacy and numeracy throughout our school.

# 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?

**Numeracy:**

- **Elk Island Math Assessment and analysis of results** —Sept./Oct. Grade 1-5 students will be assessed in the fall with this assessment. If there are trends or patterns noticed within grade level teams, this will drive the planning and focus for instruction. This assessment will be repeated in the spring to see if growth has taken place.
- **Number Talks** – School wide use of Number Talks as a research-based resource available to all classrooms.
- **Math Up resource and resources provided by the division and school for new curriculum** – Universal implementation of Math Up online resource to support instruction and delivery of the new math curriculum. This license was purchased for every classroom at Coalbanks.
- **Grade Level Math groups** – this may look different at different grade levels, but the primary purpose is using data to group students with similar strengths and areas to focus on. Targeted intervention and instruction is the main driving factor. A ‘Guided Math Instruction’ approach will be used in our classrooms.
- **Building Fact Fluency Kits** – Teachers will use a foundation skills interview to determine student knowledge and level of numeracy skill development.

**Literacy:**

- **Implementing the 4 quadrants of literacy – (Shared Reading, Independent Reading, Read Aloud, and Guided Reading)**. Comprehensive Literacy Plan – outlined in the Lethbridge School Division Comprehensive Literacy Plan. The se quadrants are vital for the overall development of reading.
- **Guided reading** – a school-wide approach in our classrooms using the Fountas and Pinnell Benchmark data to arrange groups according to their reading level and ability. Fountas and Pinnell assessments will be conducted twice per year (Fall and Spring).
- **Levelled Literacy Intervention** - when needed or requested by classroom teacher (Teacher directed). This could be supports such Levelled Literacy Intervention, FlyLeaf, etc.
- **Implementation of Workshop Writing Models school-wide** - Will be implemented in every classroom and grade level. School wide implementation of approaches such as Lucy Calkins workshop style writing is available to every classroom. This includes:
  - **Focus on mini lessons.**
  - **Independent writing with a focus on the evolution of writing.**
- **Narrative Writing continuum** – Lethbridge School Division has the continuum to assess writing progression.

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

- **Continue with grade level planning time for yearly and daily plans.**
- **Sharing of research-based practices that meet the needs of our entire school population.**
- **Teacher self reflection on lesson design and implementation using a Universal Design for Learning (UDL) Framework.**
- **Common assessments used in the grade levels.**
- **New Curriculum Professional Learning Opportunities provided by Lethbridge School Division and provincial consortiums.**
- **Partnering with our Division Lead Teachers**
- **Peer Relationships: mentoring, buddies, cooperative learning**

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

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

**Continue to build staff capacity to support and implement Universal Design for Learning which includes:**

- **Self-regulation** – strategies taught by Wellness team and classroom teachers.
- **Trauma-informed practice** – to ensure every student is treated with dignity and respect.
- **Inquiry Based Instruction and Student representation of their unique learning** – in this process students will take a lead role in their learning through their interests and explore and discover learnings through a hands-on approach.
- **Response To Intervention 2(RTI2)** – this approach provides a prioritized focus on intervention throughout our school.
- **Positive Behaviour Supports.**

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

- **Continue to be mindful of UDL and Differentiation** - Focus on this while integrating new curriculum.
- **Sensory room and regulation tools** – available to students when required.
- **Flexible workspaces** – available for all students (classroom and school-wide).
- **Data Driven Analysis** - To use various available pieces of data (classroom, school and division data) to help drive our instruction in all rooms, in all subject areas.
- **Grade Level Reflection of data** – looking at data within grade level teams to celebrate successes, but to also identify areas or trends to focus on when planning for lessons.
- **Parabytes training** - all Educational Assistants benefit from Parabytes training and this is shared with teaching staff as well.

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

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

- **Creating and implementing high level of expectations and standards for all. While maintaining a positive and creative atmosphere for students and staff.**
- **To provide and build on collaborative professional support (Speech Language Pathologist, Occupational Therapist, Physical Therapist, Learning Support Teacher, Psychologist, Support Staff) for teachers and students in the classroom to help remove barriers to learning.**
- **To implement programs and strategies that promote resilience and a growth mindset.**
- **Our entire staff will assist with creating a culture at Coalbanks that welcomes all students, parents and visitors and ensures we are creating a safe, caring, and welcoming environment to promote student learning.**

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

## **STUDENTS:**

- **Student Leadership Opportunities (C.O.B.R.A. Club)**
- **Streamlined and Increased access to Student Support Worker and Teacher Counsellor**
- **CARE Team Meetings to ensure wrap around supports**
- **Mental Health Capacity Building Program(MHCB) - Implementation K-3**
- **Kids in the Know (Universal Programming / Wellness Curriculum)**
- **Second Step (Universal Programming for Social Emotional Learning)**
- **Wellness Wednesday through our Coalbanks Student Leadership group**

## **STAFF:**

- **Greeting and welcoming all students each day by being at doorways.**
- **Welcoming and embracing diversity throughout our entire school every day.**
- **Staff committed to meet every child's social-emotional and learning needs.**
- **Learning Team Meetings**

## **COMMUNITY:**

- **Hosting School wide events and concerts (pumpkin carving night, Christmas concerts, School-wide Spanish events, year-end bbq, etc.)**
- **Parent Teacher Interviews and Celebration of Learning**
- **School Council Meetings**
- **Truth and Reconciliation Events**
- **Cultural Events and Celebrations**

## School Domain

Coalbanks will have a school-wide Indigenous goal where we will create a year-long school plan as to some of the key events that will take place throughout the year. This year plan will be created and coordinated between our school Indigenous Committee and Ms. Mel Morrow.

### Goal #1: Indigenous Education for All Students

- Staff competency building / Indigenous Education professional learning.
- Monthly values – bulletin board (Indigenous Ed. Rep & Committee) and announcements (VP/Admin)
- Division initiatives

### Goal #2: Indigenous Student Support

- Indigenous student group Orange Shirt Design - begin this in the beginning of September
- Intervention (literacy, numeracy, attendance) - from Melani Morrow