

École Agnes Davidson



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2024/2025 Assurance Plan

Endless Possibilities- Possibilités Infinies

Explore...Explorer...Discover...Découvrir...Create...Créer

Learners are innovative thinkers who are successful, confident, respectful, and caring.

Together, we cultivate une communauté française where life-long learners gain confidence, take risks, and persevere.

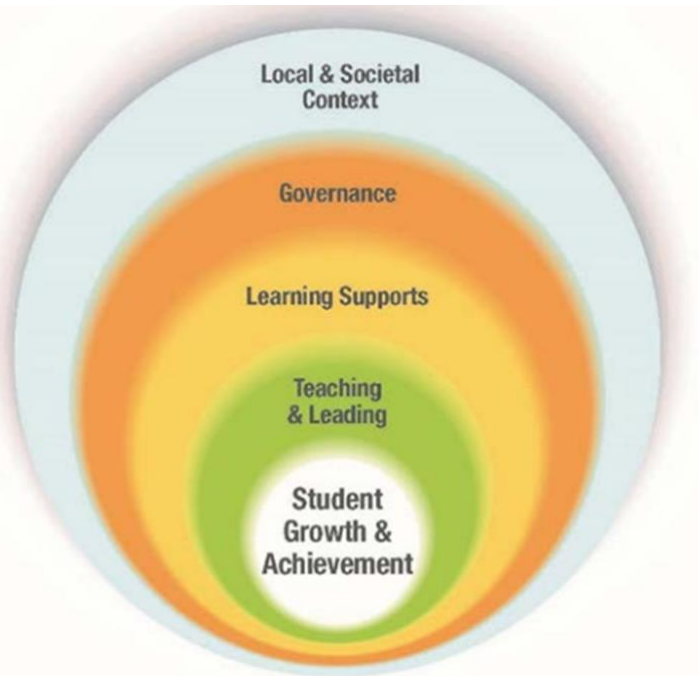
Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds, and responsible citizens.



ASSURANCE PLANNING

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

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



SCHOOL CONTEXT

École Agnes Davidson is a French Immersion single-track school. It has a population of about 540 students ranging from kindergarten up to Grade 5. The school was built in 1962 and serves students enrolled in the French Immersion program from across Lethbridge. French Immersion is intended to be an inclusive program of choice for students with varying physical and cognitive abilities. French Immersion can also be an option for English Language Learners who may be interested in learning an additional language. Students must begin the program in kindergarten or Grade 1 and generally do not enter the program partway through the elementary years. École Agnes Davidson is a feeder school to Gilbert Paterson where students can continue their French Immersion experiences through Middle School and then up to High School at LCI. Students entering French Immersion do not need to have any prior experience in French nor have a French speaking parent in the home. École Agnes Davidson is committed to creating a French milieu within the city of Lethbridge where students can flourish and experience the French language and culture while developing skills to be critical thinkers and contributing members of society.

At École Agnes Davidson, we are very proud of our accomplishments. We have a flourishing French Immersion community filled with a highly proficient staff. We celebrate the diversity of our students creating truly inclusive immersion experiences for our students. Our focus is on building a French culture highlighting French from around the world and not just our French Canada perspective. This culture is created alongside our strong focus on Literacy and Numeracy, both within the classroom but in a whole school context as well.

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 and Literacy amazing race – providing opportunities to engage in numeracy and literacy as a school community.
- OLEP funds – this financial resource is used for increasing our literacy recourses as well as a French Immersion BOOST teacher to support literacy intervention.
- Resources – increasing our collection of resources which are more visually appealing and represent our diverse population to engage our learners.
- Connections with Lead Teachers – modeling and support for best practices
- Connections to outside agencies – Public library French storyteller, ACFA Poetry Slam, etc.
- Cultural Connections – Winter Carnival, Spectacles Française, etc.
- Professional Learning – French specialists, peer and division directed professional learning.
- Clubs - Book Club, Chess Club, Climbing Club, etc.
- Literacy and Numeracy committees
- Learning Commons – supporting curriculum.
- GB+ Data and government assessments
- Timetabling - to support uninterrupted literacy and numeracy blocks.

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

We are thoughtful and deliberate when allocating our resources within the school. Administration connects with the staff to set priorities based on student needs. In the current context, resources are allocated to support literacy interventions with our students by the addition of a French Immersion BOOST teacher. Students who receive this intervention are carefully selected based on teacher professionalism and classroom and standardized assessments. To continue to develop teacher capacity, the BOOST teacher will take a leadership position in staff professional learning; weekly communications, sharing at staff meetings, collaborative community, etc.

An addition focus is to have literacy and numeracy come alive for our students to further their engagement. This can look like a focus on centers, play-based learning, the use of learning tools, and the meaningful and relevant use of literature. To further bring literacy and numeracy alive, special events will be focused on these foundational skills. For example, the Numeracy Amazing Race is a school wide initiative which brought a different take on numeracy into the classroom each day. We also incorporate numeracy and literacy into events such as our Cultural Food Tastings by giving students challenges that integrate numeracy and literacy into the activities. Lastly, we endeavor to promote literacy and numeracy as a wholistic approach incorporating these skills into things like Maker Space, the Learning Commons, Art, Music, etc.

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?

- Professional Learning - French specialists, peer and division directed professional learning.
- Inclusivity in a French Immersion context – all students belong in French Immersion, even those who require learning supports.
- Visible admin. presence in the school – walk arounds, family conversations, teacher conversations, etc.
- Learning Support Teacher – push in model with gradual release to build teacher capacity.
- Connections to outside agencies and supports – Speech Language Pathologist, Occupational Therapists, Family Doctors, etc.
- Student spotlight – all staff support all students.
- Staff expertise – drawing on the expertise in our building.
- Advanced Educational Assistant
- Safe and Caring School Based Committee – Indigenous, LGBTQ2S+, Black History Month, Anti-Racism Anti-Oppression, etc.
- Learning Spaces – break out rooms, Learning Commons, outdoor classrooms, flexible learning environments, etc.
- Varied access points to curriculum – technology, reduced workload, modified work, varied assessments, student interests, etc.
- Professional dialogue – class lists, Learning Team Meetings, Response to Instruction, etc.
- Parent collaboration – School Council, Learner Profile forms, Learning Team Meetings, etc.

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

The biggest impact on supporting the unique needs of all learners is through communication. Student spotlights are shared with all staff to highlight the unique needs of a particular learner. This allows staff to engage with this learner in a more positive and supportive fashion, understanding their unique learning needs. It is also important that we work with staff in looking for the access points for curricular outcomes. This is done through team collaboration, intentional work with our Learning Support Teacher, professional conversations with the admin. team, and reaching out to our community partners. Through intentional and proactive documentation, parents are invited to share their expertise with regards to their own children. When discussing students, we often use the “our” vernacular highlighting the shared responsibility. Staff understand that when resources are allocated, they are done so through a needs-based approach. Teachers have a universal understanding that flexibly is necessary and collaboration is key.

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?

- Teacher Counsellor – with a focus on universal supports with a philosophy that ALL students are part of her caseload. Strong collaboration with administration for wrap-around supports.
- Student Support Worker
- Outdoor Spaces – outdoor classroom, courtyard, equipment to support movement, etc.
- Learning Tools – Blaze Pods, wiggle cushions, bounce feet, etc. to support regulation.
- Flexible Learning Environments
- Literature – diverse representation of families and people
- Clubs and Co-curricular – basketball, climbing, yoga, handbells, choir, running club, book club, etc.
- Access to Food – Lunch-on-the-go, Division fruit and veggie program, Mindful Munchies, Nutrition grant, etc.
- Student connections – greeting students in the morning, touch base in the hallways, etc.
- Positive Targeted Check-ins
- Accessing Basic Needs – poverty intervention, WAM bags, etc.

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

Agnes Davidson is a school built around community. We have a strong focus on purposeful events which bring families, students, staff, and community members together. This would include events such as cultural food tastings, the week of Carnival, Read-a-thon, and the Numeracy/Literacy Amazing Race. These events build both the social-emotional and the academic prowess of our students. Our focus is on the whole child. Classrooms environments are created to meet student needs. For example, bouncy feet, desk cycles, wobble cushions, sound systems, snacks, and lunches, etc. This allows the child to be in a ready state for learning. At École Agnes Davidson, we have vibrant committees which actively ensure students have access to representations of our population as well as the diverse communities represented in Lethbridge and beyond.