



Baldonnel Elementary: Framework for Enhancing Student Learning,

Our Baldonnel Community Values: Respectful, Responsible, Safe and Kind.

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school, and set up an appointment with the principal, classroom teacher, or other support staff. Together We are Better!

Revised Sept. 2023



2022-23

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the *vision of working together to create a community that awakens a desire for life-long learning*. Students are the focal point of everything we do, and decisions are based around the core question "**Is this good for kids?**" All staff work collaboratively and take responsibility for the learning, safety and social/emotional wellbeing, of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school, and we are committed to continuing to provide current best practices in all area of instruction and support for students. We subscribe to the philosophy of shared leadership and work as a team on the following: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. Being able to have more parents in the school and more school wide activities, will help to building relationships with our parents, community partnership, and our students. Baldonnel Elementary has an active Parent Advisory Council (PAC), which, seeks to incorporate family-friendly activities to build our sense of community.

This document will be a living document that is reviewed and revised at monthly staff meetings and on the annual School Planning Day.



Our goals for 2022-2023:

1. To increase student opportunities to take on leadership roles throughout the school and have a voice.
2. Intellectual Development and Student Engagement – Math Literacy and Problem Solving
3. Improving our understanding of Indigenous culture





At Baldonnel Elementary School, our vision is to create a community, which awakens a desire for life-long learning.

Our Dream Statements:

We believe:

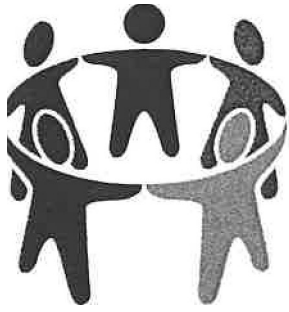
- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual and deserves of respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment to develop a sense of belonging and self-worth. We strive to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

Our Core Ethical Values:

- Respect
- Responsibility
- Safety
- Kindness

Motto:

Together We are Better



Goal #1: To increase opportunities for students to take on leadership roles throughout the school and have a voice.

Rationale:

We believe in building connectedness and promoting supportive and positive behaviours. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school. We believe an increased focus on our school values and virtues, as well as building a sense of belonging. Through activities such as Bronco Days, Spirit Days, and continued home-school communication, we will build community connectedness to promote safe, respectful, responsible, and kind choices. We believe that by developing leadership opportunities throughout the school, students will demonstrate our core values and make the school welcoming for all. By having a voice and leadership roles, students will take these skills into the community.

Strategies:

- Big/Little Buddies
- Reading buddies
- Office Monitors
- Classroom leaders
- Lunchtime Monitors
- Multi-Age Group Activity leaders
- Assembly Leaders – setting up the gym; acknowledgement; introductions
- Recess announcements/acknowledgement/Indigenous message of the day/Kindness message of the day
- Recycling Leaders
- Gym Leaders
- Snow shoveling

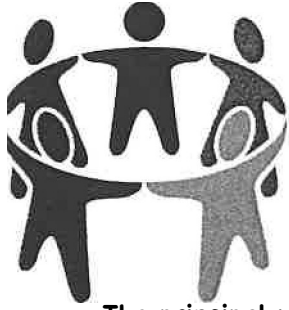
Achievement Indicators:

Individual teachers will be given a chart monthly and keep a tally of the number of students who are participating in leadership roles. Our goal is to provide leadership roles for all students. By keeping track we can see how many are given the opportunity and make an effort to include all. We will keep track of leadership roles in the classroom and in the school.

Targets:

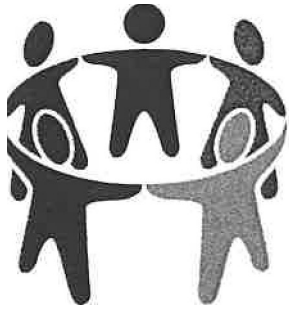
- 100% of our students will participate in leadership roles in the classroom.
- 75% of students grade 1-6 will participate in at least one leadership role in the school.

Resources:



The principal will provide the tally sheets and do a monthly tally that will be presented at monthly staff meetings.

We will continue to look at ways to provide data as sometimes check lists.



Goal #2: Intellectual Development

- Students will improve their knowledge and understanding of Math vocabulary.
- Students will engage in problem solving every day. Engagement in word problems promotes: Rationale risk-taking, perseverance and resilience.
- Students will focus on their metacognition through reflections.

Rationale: "School educators are charged with improving student achievement and increasing graduation rates. There is a strongly held belief in the mathematics education community that mathematics is best learned when students are actively engaged in construction their own understandings. This is only likely to happen in classrooms that emphasize rich problem solving and the exchange of many approaches to mathematical situations, and that give attention to and value students' mathematical reasoning. Research is increasingly supportive of this approach."

Rationale Teaching through problem solving:

One of the educator's goals is to equip students to deal effectively with unfamiliar situations, or problems in life and career. In mathematics the problems will be those that can be approached using a mathematical lens.

- Students are encouraged to think independently or with their peers rather than waiting for the teacher to do the modelling.
- Students enjoy the challenge of thinking on their own and are willing to persevere to solve a problem.
- Students can use their own judgement to decides if their solution makes sense
- Increased level of mathematical dialogue between students.
- The math makes more sense.
- A problem solving approach provides the teacher with better insight on students' mathematical thinking
- Problems are more motivating when they are appropriately challenging
- Problem solving builds perseverance
- Problem solving builds confidence, maximizes the potential for understanding, and allows for differences in style and approach
- Problems can provide practice, both with concepts and with skills.
- Problem solving approach provides students with better insight into what mathematics is all about.
- Students need to practice problem solving.



Strategies:

Staff will intentionally use math language every day.

Staff training/mentoring to ensure we have a strong math literacy and problem solving program and a common language

Math training and practice: Thinking classrooms, Mathology, Esti-mysteriies

Use the District Literacy coach to help new staff members

Parent workshop/Family Math night for primary grades

Put strategies in Newsletters

Core competency profiles for reflection in Math.

Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51 Etsi Mysteries, Graeme Fletcher Math Kit.

Self-assessment surveys about Math thinking



Achievement Indicators:

- FSA
- District Math Assessments
- Term 3 Data
- Class data/report card grades/subject grades
- District/provincial data
- Mathletics/Prodigy

Targets:

- 80% of our kindergarten students will be meeting expectations
- 90% of our primary students will be meeting grade level expectations
- 80% of intermediate students will be meeting grade level expectations
- Trend upwards in interest and confidence in mathematics

- Coaching and mentor time for our new staff members.



Goal #3: Students and Staff will increase their understanding of Indigenous cultures with support of the curriculum and our community.

Rational:

To support Truth and Reconciliation we must understand Indigenous culture. For our students to become more respectful and able to develop meaningful relationships, they need to have the knowledge of the Indigenous community. Our Indigenous students need to be proud of their heritage and accepted for who they are. If as a school we can foster this development, it will have long-term impacts on all our students and community. In our journey we will work together to build capacity and support cultural safety for our Indigenous students.

Strategies:

- Student lead daily Indigenous message of the day, or word of the day, territory acknowledgement at assemblies
- Focus our teaching on the medicine wheel
- We will work with the district Cultural and Language teacher to support Medicine Wheel teachings
- Creating displays to support our learning
- ISW and District cultural teacher will work collaboratively with the teachers to help them develop meaning lessons
- Bring in elders and community members to support our learning

Achievement Indicators:

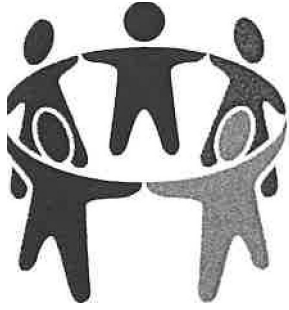
- Student artifacts, discussions, displays
- Number of lessons each teacher presents to the students monthly to support Indigenous culture.

Targets:

- Teachers with the support of the ISSW worker will complete at least 1 weekly lesson on Indigenous culture
- Pictures of student's artifacts and displays

Resources:

- Elders and visitors to talk about Indigenous culture
- Support from the District culture and language teacher
- Supporting our home reading program with Indigenous stories
- Variety of resources
- Cultural representation: poster, seven teaching rug, medicine wheel table, to name a few



Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, our Facebook page and on a designated bulletin board in the front foyer. The Framework will be presented to the parents at a PAC meeting, Parents **will** also be provided with updated progress on the achievement we are making towards these goals.

A pamphlet outlining the specifics of our school plan will be created and electronically delivered to each family in the fall. This pamphlet will also be reviewed and updated annually.

In each school newsletter an aspect of the framework, code of conduct, virtue teachings, new curriculum, digital literacy and SOGI will be included. Posting on Facebook demonstrating the Framework goals, pictures and a mention of what Framework goal is taking place in the artifact.

In addition to the website and regular communication from classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.



Appendix Framework for Learning Data Collection

2023/24

Language Arts Primary

Meeting
Approaching

Language Arts Intermediate

C+ or higher

Numeracy Primary

Meeting

Numeracy Intermediate

C+ or higher

2022/23

Language Arts Primary

Meeting 90%

Language Arts Intermediate

C+ or Higher. 86%

Math Primary

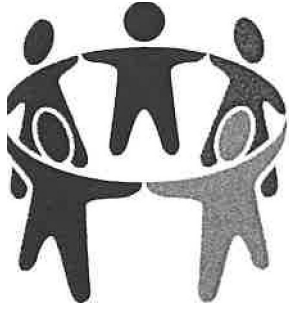
Meeting 93%

Math Intermediate

C+ or Better. 86%

Phonemic Awareness

3-4 Quartile 69%



2021/22

Language Arts Primary

Meeting 82%

Approaching 18%

Language Arts Intermediate

C+ or higher 80%

Numeracy Primary

Meeting 95%

Numeracy Intermediate

C+ or higher 69%

2020/21

Phonemic Awareness

3-4 Quartile 69%

Language Arts Primary

Meeting 90%

Language Arts Intermediate

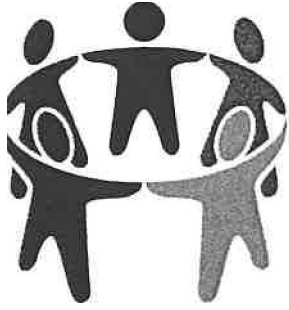
C+ or Higher. 86%

Numeracy Primary

Meeting 93%

Numeracy Intermediate

C+ or Better. 86%



2019/2020

Language Arts Primary

Meeting: 73%

Language Arts Intermediate

C+ or higher: 84% C

Numeracy primary

Meeting: 96%

Numeracy Intermediate

C+ or higher: 88% C

2018/2019

Language Arts Primary

90% meeting

Language Arts Intermediate

C+ or higher: 87% C

Numeracy Primary

100% Meeting

Numeracy Intermediate

C+ or higher: 89% C



FSA Data Grade 4

2023-2024

Literacy

59% On track or extending
(10/17)

41% Emerging (7/17)

Numeracy

88% On track or extending
(15/17)

12% Emerging (2/17)

2022-2023

Literacy

75% On track or extending
(9/12)

25% Emerging (3/12)

Numeracy

67% On track or extending
(8/12)

33% Emerging (4/12)

2021-22

Literacy

79% On track or extending
21% Emerging

Math

29% On Track or extending
71% Emerging

2020-21

Reading

86% On track or exceeding
13% Emerging

Writing

86% On Track
13% Emerging



Math

93% On Track or Exceeding
6% Emerging

2019/2020

Reading

75% On-track or exceeding
25% Emerging

Writing

79% On-track or exceeding
21% Emerging

Math

71 % On-track or exceeding
29% Emerging

2018/2019

Reading

90% On-track or Exceeding
10% Emerging

Writing

95% On-Trace or exceeding
5% Emerging

Math

72% On-track or exceeding
29% Approaching

**FSA Data Grade 4
2017/2018**

Reading

95% On-track or exceeding
5% Emerging

Writing

73% On-track or exceeding
27% Emerging

Math

91 % On-track or exceeding
9% Emerging



MDI 2022/2023

Baldonnel Well Being and Assets Indices

14 children

High Well-being (Thriving). 23%

Medium Well-being 23%

Low Well-being 54%

Social and Emotional Development

Students showing High-Medium results

Optimism-62%

Empathy-83%

Prosocial behaviour-91%

Self-Esteem-93%

Happiness-78%

Absence of Sadness-77%

Connectedness

Students showing High-Medium results

Connectedness to Adults at School-77%

Connectedness to Adults at home-77%

Connectedness with Peers-71%

School Belonging-70%

School Experiences

Students showing High-Medium results

Academic Self Concept (confidence)-85%

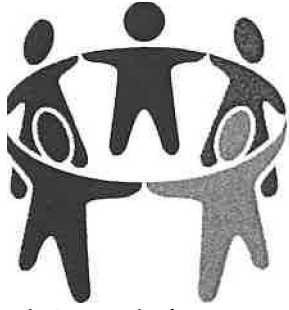
School Climate (how teachers/students interact and how students treat each other)-62%

Social bullying (Not at all)-38%

Social Bullying (one or a few times)-46%

Verbal (not at all) 71%

Once or a few times 14%



School Connectedness Survey

2021-22

I feel safe at School	93%
2 or more adults care about me	75%
Students feel they belong	85%

2020-21

I feel safe at School	99% sometime/always
2 or more adults care about me	100%
Students feel they belong	93%

2019-20

I feel safe at School	99% sometimes/ always
2 or more adults care about me	99%
Students feel they belong	84%

2018-19

I feel safe at School	99% sometime/always
2 or more adults care about me	98%
Students feel they belong	75%

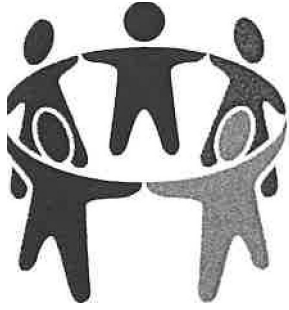
2017-18

I feel safe at School	100% sometime/always
2 or more adults care about me	89%
Students feel they belong	99%

Leadership Opportunities 2022-23

Room 1 K class 85%
Room 2 K/1 class 80%
Room 3 2/3 class 100%
Room 5 3/4 class 100%
Room 6. 4/5 class 100%
Room 7 5/6 class. 100%

Leadership activities: Lunch monitor, office monitor, buddy reading, big buddies, assembly leaders, gym game leaders,



Indigenous Teachings

2023-2024

Diane Barclay/Baldonnel ISSW-Medicine Wheel teachings: seasons, life cycles, directions, medicines, colours. All classes participate

Sabrina Brooks-Beaver Language through Song Curriculum 12 weeks 3 classes participated.

Baldonnel and School District Indigenous Days

Art Lessons representing a variety of Indigenous Cultures

Lessons embedded into curriculum

First Peoples Principles of Learning

2021-2022

2022-2023

Diane Barclay/Baldonnel ISSW-seven grandfather teachings. Each class received a lesson from Diane Barclay over the year about one of the teachings.

Dale B and Pat Jansen-story telling/reading to students

Doig Days

Baldonnel Indigenous Day

School District Indigenous Day

Art lessons representing a variety of Indigenous artists worldwide

Lessons embedded into teaching curriculum

Bannock Taco's

First People's Principles of Learning

