

Baldonnel Elementary: 2025-2026 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!

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 well-being 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 build 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 year the PAC will have a carnival.

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 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



School Goals for 2025-2026

Goal #1: To improve reading comprehension in grades 4-6 by increasing proficiency levels to 80% of students on the Read73 and FSA assessments.

Rationale:

Our data shows that 41% of grade four students are not on track on the FSA assessment. Less than 40% of students in grade 4, 5 and 6 scored proficiency in their Read73 assessment.

What we are already doing very well:

We have a robust literacy program already happening within the school. Daily we will see buddy reading, pairing older students with emerging readers. We also see collaboration allowing a few students to receive guided reading support in a quiet room while others receive a lesson that meets their levels and needs. Beyond that, we see extra guided reading from volunteers, educational assistants, our learning assistance teacher, and our reading recovery trained teacher. We have a robust home reading program that is fueled by volunteers.

Strategies:

- Guided Reading

- Pull out individuals and groups

- Utilize FESL \$ to have experienced EA work with certain students

- Home reading program

- Strong practices – including Heggerty, phoneme, morphology and chunking sets.

- Smeckens Writing/ literacy program

- Sound chunking resources

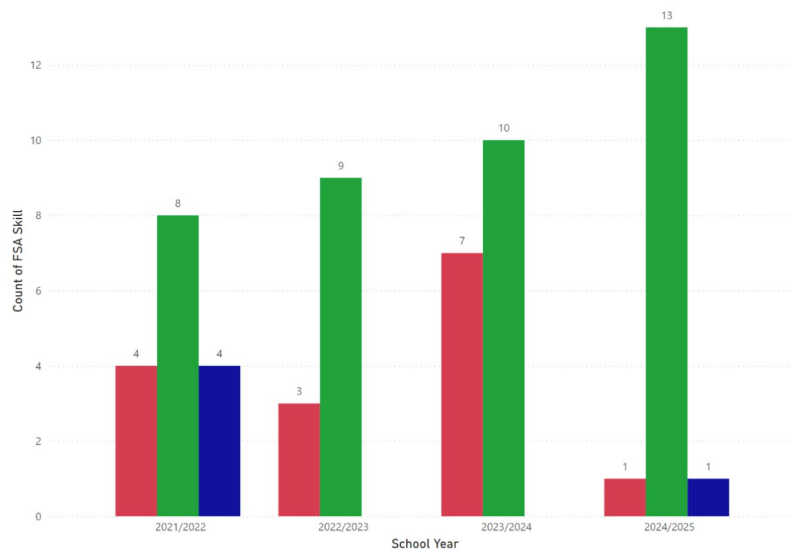
Achievement Indicators:

- FSA Scores

- Read73 Scores

FSA Skill by School Year and FSA Result - ALL Students

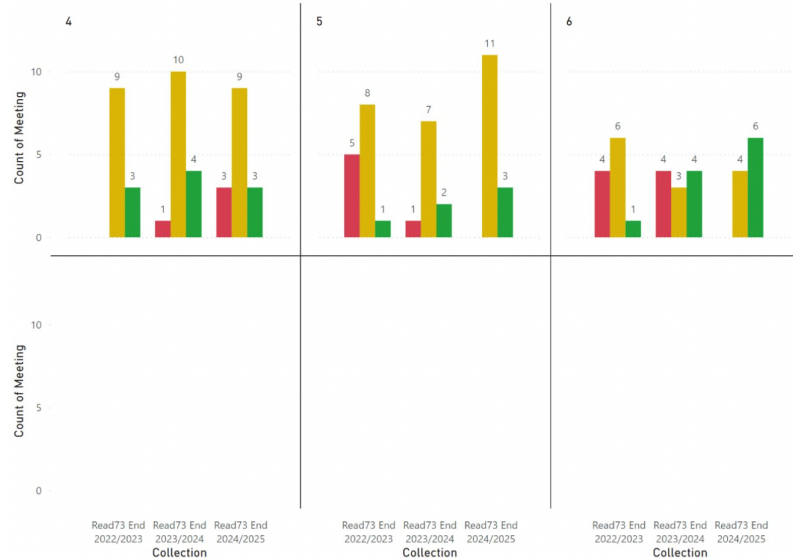
FSA Result ● 1-EMERGING ● 2-3 ON TRACK ● 4-EXTENDING



Read73 Scores

Reading Comprehension - Grade 4-9 -READ73

Meeting ● Emerging ● Developing ● Proficient



Target: 80% of all students will achieve proficiency in all literacy assessments.

Goal #2: To increase math scores in reasoning and analyzing, to proficiency levels of 80% for our students.

Rationale:

Only 5 of 32 students met a proficiency level for reasoning and analyzing in the Spring assessment. 7 met proficiency in understanding and solving, communicating and responding and in connecting and reflecting. While most are at grade level, we would like to take many from developing to proficiency. On the FSA for 2023-2024 just under 50% of students were on track (8 On track, 9 Emerging).

Strategies:

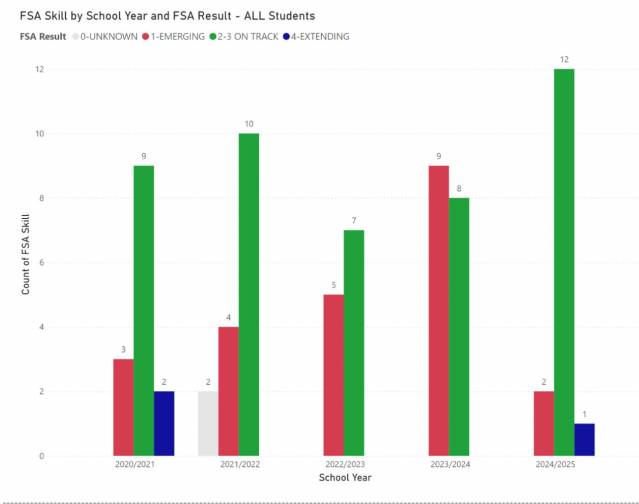
Continue anchor numeracy training and practice: Thinking classrooms, Mathology, Esti-mysteries, problem solving, MAP

Will introduce the Map assessment part by part early in the year and use it frequently throughout the year as a tool.

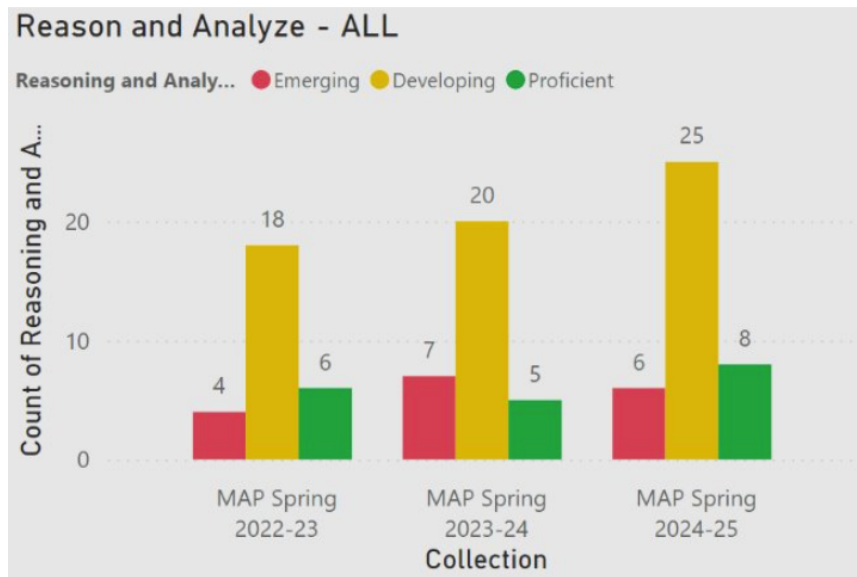
Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51, Graeme Fletcher Math Kit.

Achievement Indicators:

- FSA



- District Math Assessments- MAP



Targets:

- 80% of our students will achieve on Track on the FSA and proficiency in the MAP assessment

Goal #3: To increase students' sense of well being and school belonging to goals of 90%. We will continue to focus on Indigenous content as well as create more school togetherness through assemblies and student voice.

Rational:

When looking at MDI data we see that we have 56% of grade 5 students not thriving when it comes to well being. This number was only 17 % a year ago but 2 years ago it was 54%. It is troubling to know that in a school with so many well behaved students that over half of 2/3 cohorts indicate that they are struggling. While we are at district averages for school belonging we do not like that this average sits at 58%. These low statistics are compounded when students appear to thrive in many areas that could be a cause for concern, such as Happiness, Absence of Worries, Eating Breakfast and Getting a Good Night's Sleep.

Strategies:

- Student lead daily Indigenous message of the day, or word of the day, territory acknowledgement at assemblies
- Using the Classroom Champions program school-wide
- Having monthly assemblies
- Having student lead theme days
- Having school wide necklace competitions
- After school Tinker club
- After school tutoring
- Allowing all children to play school sports- practices after school
- 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
- Assembly to honour the victims during Orange Shirt Day

Data:



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

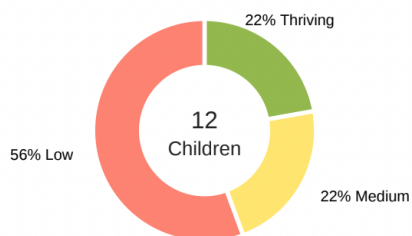


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

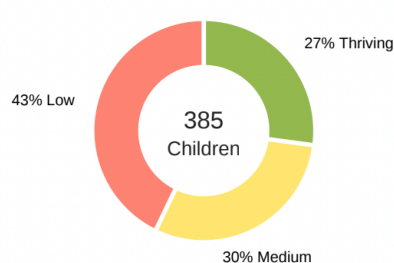


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

**BALDONNEL ELEMENTARY
GRADE 5**

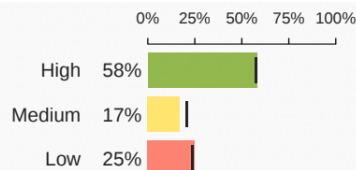


**PEACE RIVER NORTH
GRADE 5**



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Resources:

- Elders and visitors to talk about Indigenous culture
- Support from the District culture and language teacher

Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, and our Facebook page. 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.

In each school newsletter an aspect of the framework 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 Facebook pages.