Baldonnel Elementary: 2026-2027 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. 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. The PAC will again support our trips to Camp Cameron and to Worsley for skiing.

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 2026-2027

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 in 2023/2024 while in 2024/ 2025 we had 87% and 2025/2026 we had 71 % of students on track or above. Our grade 4 students reached our goal of 80% or above in Read73. 57% of grade 5 students reached proficiency while only 38% of grade 6 students achieved proficiency. The hope is that we see improvements in grade 4 for all and that those current grade 4 students continue doing very well.

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 Principal. We have a robust home reading program for all grades that is fueled by volunteers.

Strategies:

Guided Reading

Pull out individuals and groups

Utilize our Learning Support Fund to have experienced EA's work with certain students

Home reading program

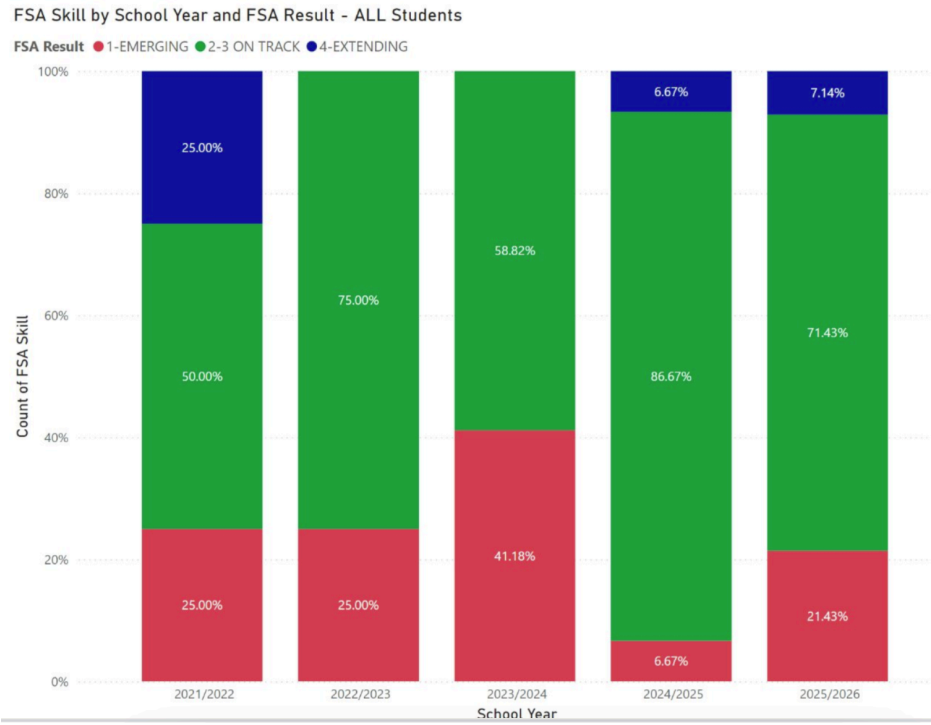
Strong practices – including Heggerty, phoneme, morphology and chunking sets.

Smeckens Writing/ literacy program

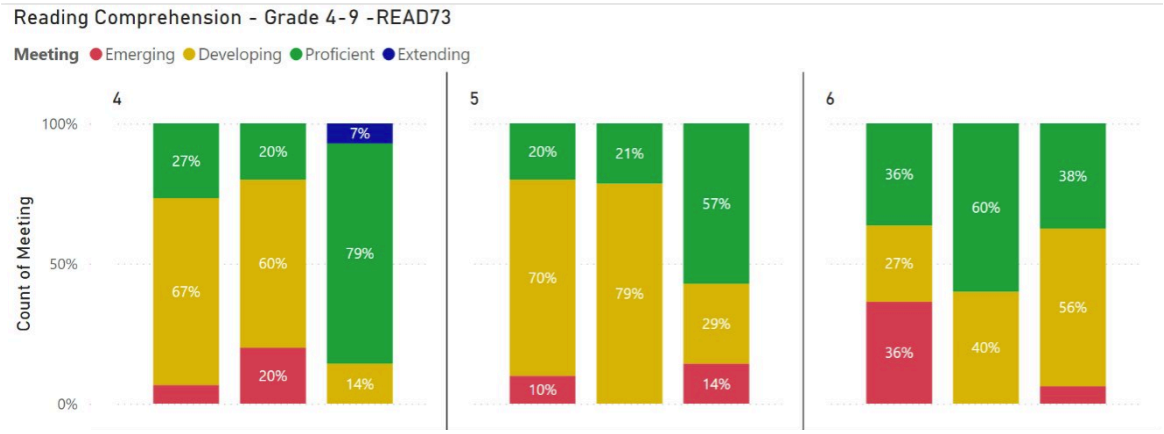
Sound chunking resources

Achievement Indicators:

FSA Scores



Read73 Scores



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

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

Rationale:

Only 30-32% of students met a proficiency level for reasoning and analyzing and connecting and reflecting in the Spring assessment. While most are in a developing or proficiency stage, we would like to take many from developing to proficiency. For the FSA for 2025-2026 almost 80% were on track or extending.

Strategies:

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

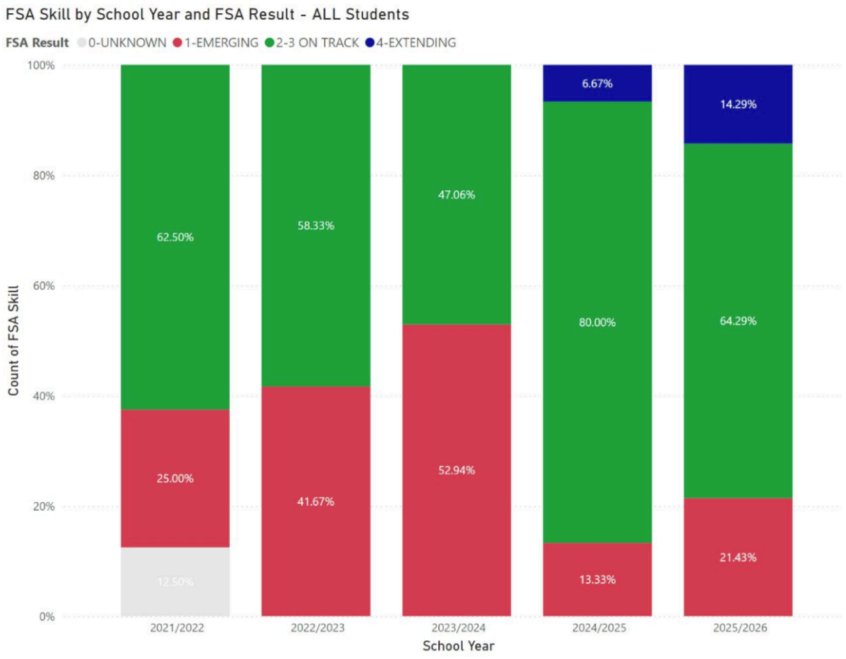
Use Matific to support learning

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

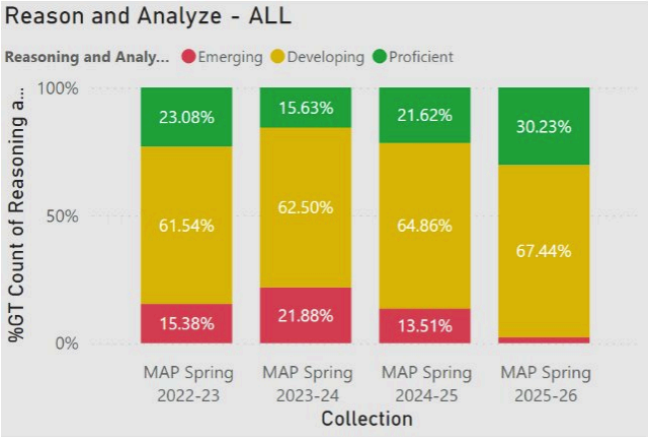
Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51, Graeme Fletcher Math Kit.

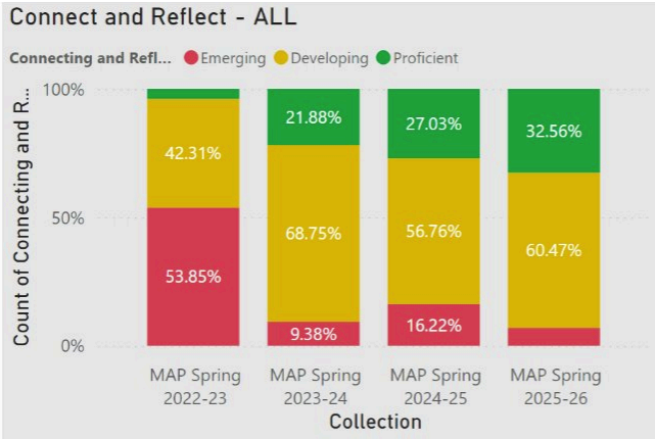
Achievement Indicators:

- 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, peer relationships 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 still have 43% of grade 5 students not thriving when it comes to well being. This number was above 50% a year ago, so some progress has been made. It is troubling to know that in a school with so many well

behaved students that roughly half of grade 5 students indicate that they are struggling. We are lower than district averages for students who are thriving and will look at ways to correct this as much as we are able to.

Strategies:

- Student lead daily Indigenous word/phrase of the week, territory acknowledgement at assemblies
- Using the Classroom Champions program school-wide
- Having monthly assemblies
- Having student lead theme days
- Having school activities that look to include all students like our 1980's dance where we purchased glow sticks for everyone or our Halloween Parade that had students who do not dress up take other roles such as the photographer.
- Taking students to Camp Cameron- many having their first sleep over ever
- After school Tinker club
- After school tutoring
- Allowing all children to play school sports- practices after school

- 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 Indigenous Residential School Survivors and to recognize the multi-generational effects on Orange Shirt Day.

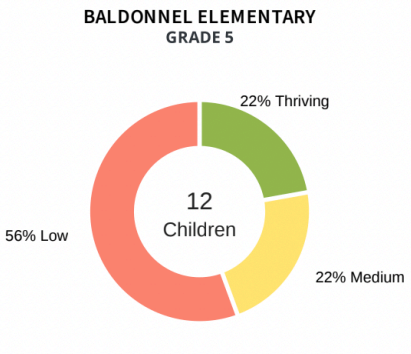
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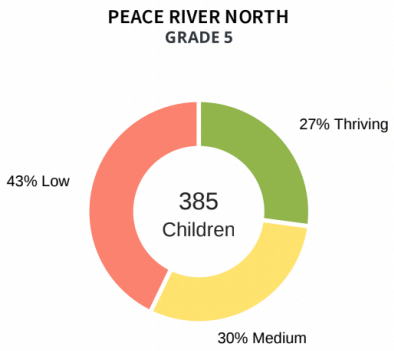
2024-2025

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.



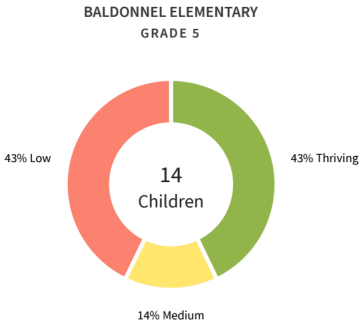


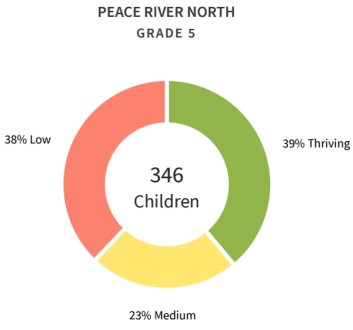
2025-2026

High Well-being (Thriving)
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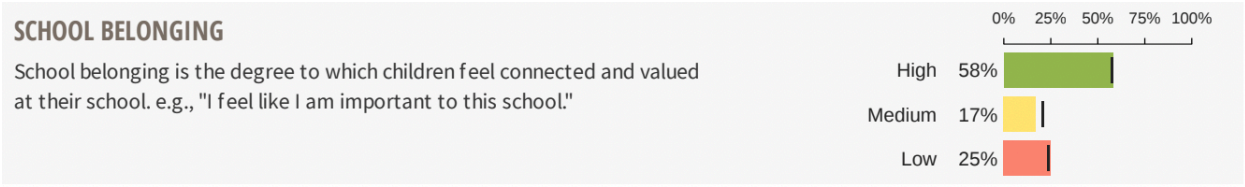
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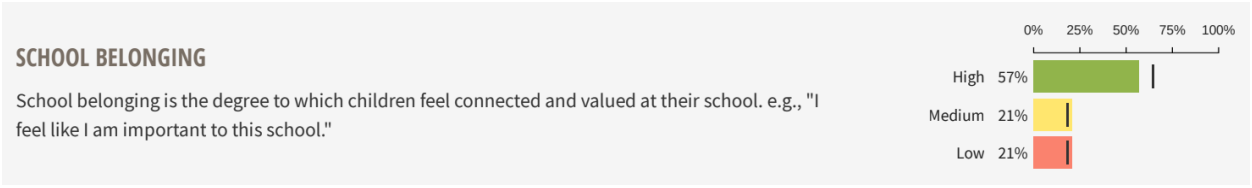




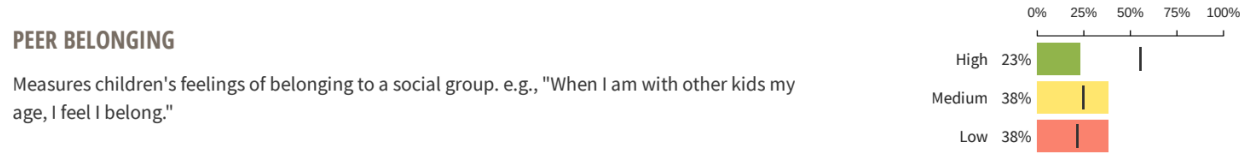
2024-2025

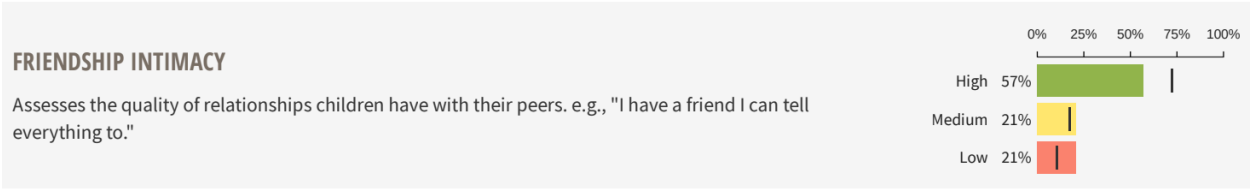


2025-2026



2025-2026





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. When a post is made on Facebook that connects to a goal we will try to show the Framework goal that the pictures connect to.

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.