Arrowwood Community School
Assurance Plan
2023 - 2026

School Profile

Arrowwood Community School is a public school offering grades 1 to 9, with a private ECS program housed on its premises. The student body consists primarily of rural students, averaging 65 in total. We take pride in our diverse demographic and strive to create an inclusive and celebratory environment for all. At Arrowwood Community School, we prioritize the development of a "growth mindset" among both students and staff. As a school that promotes leadership, we firmly believe that every individual has the potential to be an *inspiring leader*.

Mission

Inspiring Leaders: Empowering learning, creativity and community connections.

Vision

At Arrowwood Community School we provide opportunities to:

- Develop habits of effective leaders
- Practice lifelong learning
- Connect with community
- Embrace diversity and individuality

Principal's Message

Arrowwood Community School is widely recognized for its strong sense of community and nurturing environment, with the word "family" being the prominent descriptor used to capture the feel of our building. At our school, each staff member takes pride in personally knowing every student, fostering a caring and supportive atmosphere.

Comprising a dedicated team of 5.25 teachers and 6 support staff, Arrowwood Community School is committed to establishing meaningful connections with our diverse student population. We value and celebrate the cultural diversity present among our students, and this appreciation is braided into the fabric of our small, close-knit community.

One of the defining aspects of Arrowwood Community School is our emphasis on leadership development. We firmly believe in providing our students with ample opportunities to explore and grow their leadership potential. Through various athletic opportunities and programs, such as cross country running, volleyball, basketball, badminton, archery and track and field, students are encouraged to engage in activities that foster leadership skills.

Throughout the academic year, our students actively participate in the Leadership Clubs. In addition, they have the privilege of hosting monthly assemblies, which enables them to demonstrate their leadership abilities. We also collaborate with Classroom Champions which is a program focused on Social Emotional Learning. Students receive guidance and inspiration from Olympic athlete mentors, allowing them to develop essential qualities for success. Furthermore, our students practice the 7 Habits of Happy Kids, a framework that promotes personal and interpersonal effectiveness.

At Arrowwood Community School, we are dedicated to ensuring that our students not only excel academically but also develop into confident, compassionate, and responsible individuals ready to make a positive impact in the world.

At Arrowwood Community School, we are committed to engaging with all stakeholders to determine the best route forward for our students. Our education plan connects with the 14 desired states as set by Palliser School Division and are as follows:

Within the Domain of Student Growth and Achievement
1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

Within the Domain of Teaching and Leading
1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

Within the Domain of Learning Supports
1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Within the Domain of Governance
1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners

Within the Domain of Attending to Local and Societal Context
1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Assurance Plan Element #1

Desired State: Student Growth and Achievement
Palliser School Division Goal: Palliser students will engage in intentional and meaningful literacy and numeracy learning across all aspects of daily living.
School Priority: To create school culture where intentional literacy and numeracy instruction is an integral part of each classroom so that literacy and numeracy skills and overall achievement improve for all students.

Area for Growth	Action Steps/Strategies	Indicators of Success
To improve student's skills and achievements in literacy.	* Explicit literacy intervention * Explicit literacy instruction (visible language and word walls, phonological awareness, anchor charts, student samples, learning process and student choice in reading and writing). * Integrate literacy skills and strategies into all other subject areas (vocabulary, specific content area reading strategies, diagrams, dictionary use, note-taking, glossaries) * Literacy PD * Use technology to support students - audio, speech to text, text to speech, C-Pen Reader, video, audiobooks, SoraApp * Teachers will regularly conference with students to check in with their learning, provide guidance and give support * Haggerty phonemic awareness intervention * UFLI phonemic awareness program * Purchase more decodable books * Celebrate reading (One School, One Book)	* PAT results * ELL Benchmarks * Formative and summative assessments
To improve student's skills and achievements in numeracy.	*Attend Mathematics Leadership Summit (Jo Boaler and Cathy Williams) * Youcubed website * Use Building Thinking Classrooms by Peter Liljedahl * Explicit numeracy intervention and instruction * Use daily number talks * Implement common expectations for a numeracy-rich classroom. * Teach about and encourage Growth Mindset * Explore and implement opportunities for increased parental involvement to support numeracy at home. Family Numeracy Day/Night	MIPI Assessment Teacher developed assessments PAT Assessment

Assurance Plan Element #2

Desired State: Teaching and Leading

Palliser School Division Goal: Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

School Priority: To provide students and all members of our school community, with a safe, caring and welcoming environment where they feel welcome, supported and connected.

Area for Growth	Action Steps/Strategies	Indicators of Success
To increase parent and community engagement.	* Increase parent involvement with more and/or different events and activities. * Use social media * Include Liaisons on how to engage community members *Create a plan to for effect use of Liaisons * Increase the frequency of inviting community members and local experts to present to classes/school wide assemblies * Encourage parents/guardians from all backgrounds to participate on Parent Council * Make Parent Council reports available * Use Parent Engagement funds and opportunities	*Increased number of parents/guardians and community members in the school. * Increased participation at Parent Council meetings.
To improve student attendance.	* Shared and informed notification procedure. * Increased communication from staff/FSLC/MCW on the importance of being at school. * Work with FSLC, MCW and LST to ensure supports are available. * Student Leadership groups to take on roles and responsibilities within the school, giving student ownership and something for them to take pride in. * Positive communication through Edsby or other means. * Monthly assemblies hosted by classrooms	Attendance records
To improve student's perseverance, growth mindset, problem solving and critical thinking skills.	* Use strategies and information learned from Jo Boaler, Carol Dueck, Peter Lilejdahl. * Educate all staff on the importance of allowing students time to think and make mistakes, as this is where the most learning occurs. * Celebrate mistakes as areas of growth and learning * Share language of growth mindset among all staff and students * Continue mentorship from Olympic athletes and teach Classroom Champion Social Emotional Learning themes * Continue with monthly STEAM and school wide assembly activities	* OurSCHOOL Survey * Evidence of common language being used by staff and students

Professional Development Plan

August 2023	Inclusive Ed Conversations and Planning, New IPP Program Training, SIVA Wellness Training, Teaching Reading
September 2023	Mathematical Leadership Summit (2 Day Workshop)
October 2023	Edsby/Outcome Based Reporting, IPP Program Training
December 2023	Follow Up from Mathematical Leadership Summit. Building Math Boxes
May 2024	Literacy/Numeracy Reflection. What has been working? What can we do differently? What will we keep the same?