# Lethbridge School District No. 51





## DR. GERALD B. PROBE SCHOOL
## 2016-17 Three Year Education Plan
### and
## 2014-15 Results Report

### *Building Bridges to a High Level of Student Success*
### District Mission Statement

The mission of the Lethbridge School District No. 51 is to empower students with the knowledge, skills and attributes to succeed as caring, responsible and effective Canadian citizens.

**www.lethsd.ab.ca**

### Dr. Probe School Vision Statement

We are a community of learners. We recognize that early experiences provide the foundation of learning. We will promote the recognition, acceptance, and respect of differences. We will contribute to the development of responsible individuals. We will provide a secure environment which enhances and improves student learning. Our learning programs will foster academic, social, and physical growth. We will celebrate our students' achievements. As a school community, we will support and trust each other and care for each other while creating an atmosphere of joyful learning. Our vision is success for all.

| PROVINCIAL GOALS | Lethbridge School District Priority: Supporting Student Achievement. |
|---|---|
| • An excellent start to learning<br>• Success for every student.<br>• Quality teaching and school leadership. | Outcomes:<br>• Students are lifelong learners possessing the skills and attributes to successfully transition to further Education, credentialing, or the world of work.<br>• Teachers are highly knowledgeable with the skills and attributes to engage students in quality contemporary learning environments. |

## Measures of Success
- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.

## Strategies

**Continuation of Collaborative Response Model and utilization of a common school-wide assessment in Fountas & Pinnell for literacy interventions**

- *Grade level teams to meet regularly to identify students that require interventions based on the POI and identify support at the classroom, grade or school level.*
- *Year two of Fountas and Pinnell assessment for the purpose of a benchmark for these discussions. Expectation to test all students by end of the school year for transition and target those in need of interventions throughout the year.*
- *Goal is to facilitate effective interventions at all levels of the POI and to effectively monitor and provide support for students with academic, social and emotional struggles.*
- *Educational assistants to also be part of these discussions and interventions. Collaborative planning to provide effective, strategic and effective*
- *Utilize CRM software to track students and interventions, provide consistency in monitoring and actions taken*
- *Utilization of new resources (Literacy Place, Levelled Literacy Intervention) to support classroom learning and instruction*
- *Collaboration – teachers, EA's, admin Learning Support, Early Literacy – effective strategies to meet individual student needs*
- *Continue to explore different numeracy strategies (interactive site licences like Mathletics, math journaling, manipulatives, district math assessment resource and performance assessments)*

**Implementation of effective, common instructional and assessment practices across grade levels in mathematics**

- *Many new staff members – need to identify common language across math curriculum*
- *Grade level teams working on common assessment strategies to achieve two main goals: to help guide effective current instruction and to transition students to the next grade level with meaningful information and data*
- *Use of Math Outcomes Assessment (MOA) a starting point for grade level teams*
- *Professional Learning, Collaborative Community, Staff Meeting PL to be used to develop the common language and a culture of reflection*

## Measures of Success
- Technology effectively embedded in instructional practice; Learners create knowledge using technology.
- Students demonstrate citizenship and entrepreneurship.

## Strategies
**School Technology Committee to set a vision to upgrade existing school technology and develop strategies to ensure that teachers and students are utilizing technology to assist with building skills, knowledge and competencies in numeracy and literacy.**

- *Utilization of iPads with specific students in learning support and classroom interventions and deployment of iPads to grade levels for individualized instruction*
- *Completion of upgraded laptops to provide more seamless integration of technology in the classroom*
- *Exploration of different site licences (Mathletics, Jolly Phonics, etc) and apps to bring effective numeracy and literacy content to classrooms.*
- *Availability of wireless technology in the Learning Commons – development of a vision for our learning commons area*

| PROVINCIAL GOALS | Lethbridge School District Priority: Supporting the implementation of provincial initiatives under the umbrella of Inspiring Education. |
|---|---|
| • Success for every student.<br>• Engaged and effective governance. | Outcomes:<br>• Students are leaders possessing the attributes of ethical citizens.<br>• Schools are inclusive learning environments with the capacity to implement curriculum re-design.<br>• Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community. |

## Measures of Success
- Leadership development programs in place for all students in elementary and middle school.
- Students demonstrate citizenship and entrepreneurship.
- Parent and community satisfied with level of engagement and reciprocal relationship.
- Schools are safe, caring, and respectful learning environments.

## Strategies
**Our school is built on the foundation of the 4 C's of Probe (care, concern, cooperation and courage). We want to utilize the Leader in Me and 7 Habits program and language to develop character education and leadership.**
- *Through school assemblies, grade level activities, leadership opportunities and school community events, develop and reinforce the character traits above in our students. Recognize students through our Pro-BE Positive program with cards home and through assemblies.*
- *Encourage and develop leadership through Leadership Fridays in the beginning of the year and build that a structured student leadership program.*
- *Ongoing professional learning for staff in living and implementing the 7 Habits; development of a LIM Lighthouse committee*
- *Seek sponsorship for LIM activities and training, increase parental engagement in the program*
- *To explore ways to take leadership and character education into the community and develop meaning partnerships and relationships in our community*

**Combined** 2015 *Accountability Pillar Overall Summary*

| Measure Category | Measure Category Evaluation | Measure | Dr. Gerald B. Probe Elem Sch | | | Alberta | | | Measure Evaluation | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Excellent | Safe and Caring | **94.6** | 87.4 | 87.7 | **89.2** | 89.1 | 88.9 | Very High | Improved | Excellent |
| Student Learning Opportunities | n/a | Program of Studies | **84.4** | 86.8 | 88.8 | **81.3** | 81.3 | 81.2 | Very High | Maintained | Excellent |
| | | Education Quality | **95.7** | 90.5 | 89.9 | **89.5** | 89.2 | 89.5 | Very High | Improved | Excellent |
| | | Drop Out Rate | **n/a** | n/a | n/a | **3.4** | 3.3 | 3.3 | n/a | n/a | n/a |
| | | High School Completion Rate (3 yr) | **n/a** | n/a | n/a | **76.4** | 74.9 | 74.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | n/a | PAT: Acceptable | **n/a** | n/a | n/a | **n/a** | 74.0 | 75.0 | n/a | n/a | n/a |
| | | PAT: Excellence | **n/a** | n/a | n/a | **n/a** | 19.0 | 19.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | **n/a** | n/a | n/a | **n/a** | 85.4 | 84.4 | n/a | n/a | n/a |
| | | Diploma: Excellence | **n/a** | n/a | n/a | **n/a** | 21.0 | 19.9 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | **n/a** | n/a | n/a | **54.9** | 50.5 | 54.4 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate | **n/a** | n/a | n/a | **61.2** | 60.9 | 61.3 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | **n/a** | n/a | n/a | **59.8** | 59.2 | 59.0 | n/a | n/a | n/a |
| | | Work Preparation | **82.1** | 76.9 | 77.8 | **82.0** | 81.2 | 80.4 | High | Maintained | Good |
| | | Citizenship | **86.2** | 85.0 | 83.5 | **83.5** | 83.4 | 83.1 | Very High | Maintained | Excellent |
| Parental Involvement | Concern | Parental Involvement | **69.3** | 79.0 | 77.4 | **80.7** | 80.6 | 80.2 | Very Low | Maintained | Concern |
| Continuous Improvement | Excellent | School Improvement | **82.9** | 86.5 | 79.7 | **79.6** | 79.8 | 80.1 | Very High | Maintained | Excellent |

- We are pleased with our Accountability Pillar overall results. We do feel that we need to continue to strive to find the most effective ways to communicate and engage our growing and diverse population.
- Continued work with Parent Council to provide meaningful committee and volunteer opportunities for parents and communication of what we do
- The quality of education and safe and caring schools results demonstrate the core value of our school in terms of literacy and character development
- The 4 C's of care, concern, cooperation and courage are a very recognizable part of our school culture that teachers reference in their classes and that we utilize in school wide activities.
- We feel we must continue to strive to communicate a shared vision to all of our stakeholders as our school community grows

## Highlights

- Highly supportive and involved parent community want to be part of school activities
- Collaborative staff that support each other professionally and personally and strive for high quality instruction in numeracy and literacy
- Implementation of a common literacy assessment (Fountas and Pinnell) as a benchmark to guide appropriate learning interventions now in year 2, continuing to evolve and
- Flexible learning support and early literacy models that are responsive to the needs of our learners at all levels and utilize a pyramid of intervention and collaborative response approach to address learning needs
- Utilization of Fast ForWord software program, RAZ Kids and Precision Reading to engage learners
- School wide music program that delivers a wide variety of opportunities for students including Junior and Senior School Choirs, school musicals and community performances
- High quality and diverse art instruction at all grade levels
- Leader in Me / 7 Habits a school focus for growth and development of school culture
- Early Education Program – very well received and seen as an important part of our school community
- Effective Family Care Team to support the social, emotional and behavioral needs of our students

## Challenges to Address

- Increased enrolment presents challenges to utilize all spaces effectively and develop plans to deal with an increased population in our existing physical space (classrooms, maintaining a music space, gym, storage, breakout spaces for students, playground, routines, parent parking, etc)
- Engagement of parents in meaningful education decisions for their children
- Training of staff in the 7 Habits and the future direction for this program in our school – continued momentum and funding for initiatives and training
- Continue to develop ways to align the universal support of our Family Care Team effectively to support the needs of students at all grade levels and still provide the targeted support needed for individual students
- Provide access and opportunities for students to utilize technology in meaningful ways to enhance learning, opportunities for staff to grow and develop competencies as well
- Learning Commons – developing a long range plan to effectively create a learning commons to address the needs of 21$^{st}$ century learners
- To continue to grow and develop literacy and numeracy instruction and learning at all levels and common assessments to provide meaningful data for student achievement