

Lethbridge School District No. 51



DR. GERALD B. PROBE SCHOOL 2016-17 Three Year Education Plan and 2013/14 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

- An excellent start to learning
- Success for every student.
- Quality teaching and school leadership.

Lethbridge School District Priority: Supporting Student Achievement.

Outcomes:

- Students are lifelong learners possessing the skills and attributes to successfully transition to further Education, credentialing, or the world of work.
- 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

Introduction of Collaborative Response Model and utilization of a common school-wide assessment through October professional learning days.

- *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.*
- *Introduction of Fountas and Pinnell assessment for the purpose of a benchmark for these discussions. 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 common time for teams*
- *Goal is to utilize all resources at our disposal as effectively as possible to meet the needs of all students*
- *Utilize staff meetings to reflect on our goals and progress*

Continued use of the Probe School Staff Supervision model to support teachers in meeting their TPGP goals and the TQS (see attached). Regular classroom visits and discussion and / or activity at staff meetings on the TQS and John Hattie research to continue to look at implementation of best practice.

- *Administration involvement in Hattie Collaborative Community with the goal to provide staff with useful information and strategies and highly effective teaching.*
- *We want to celebrate the successes of our teachers and provide meaningful feedback and support in year two of our supervision model*

Continue to support, encourage and provide opportunities for staff to look at and be prepared for Curriculum Redesign, the new competencies and effective instruction in literacy and numeracy.

- Staff utilizing the Daily Five and Café strategies to deliver effective literacy instruction and develop capacity and stamina in students
- Continue to explore different numeracy strategies (interactive site licences like Mathletics, math journaling, district math assessment resource and hands on activities)

PROVINCIAL GOALS

- Success for every student.

Lethbridge School District Priority: Supporting seamless integration of technology.

Outcomes:

- Learners possess the attributes and skills to access technology seamlessly for the purpose of creating knowledge and building community.

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.

- *Develop a plan for school investment and implementation in technology (iPads, software site licences, digital citizenship, and school website development).*
- *We want to look at how to best deploy our existing resources (laptops, iPods) to get them into the classrooms more effectively and at how best use new technology such as iPads as teaching and learning tools.*
- *Exploration of different site licences and apps to bring effective numeracy and literacy content to classrooms.*

PROVINCIAL GOALS

- Success for every student.
- Engaged and effective governance.

Lethbridge School District Priority: Supporting the implementation of provincial initiatives under the umbrella of Inspiring Education.

Outcomes:

- Students are leaders possessing the attributes of ethical citizens.
- Schools are inclusive learning environments with the capacity to implement curriculum re-design.
- 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

Continue to focus on the 4 C's of Probe (care, concern, cooperation and courage) in building the culture of our school.

- *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 existing global citizenship program for grade 5's and by expanding leadership opportunities to all grades.*

Continue to train staff in the Seven Habits (by end of October we will have all teachers except late additions and some support staff trained, more training in December) and to proceed developing ways to bring the habits to our students and families.

- *Begin to utilize the common language in school wide activities and leadership clubs. Use existing expertise to help staff find ways to utilize 7 Habits in their classroom and build on the momentum towards becoming a 7 Habits school.*

Accountability Pillar Results

Combined 2014 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	Good	Safe and Caring	87.4	84.9	89.8	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	86.8	90.5	89.2	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	90.5	91.2	91.6	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	76.9	85.0	80.3	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	85.0	78.6	85.9	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.0	77.2	80.5	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	86.5	83.6	80.2	79.8	80.6	80.2	Very High	Improved	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.
- Through more effective use of our website and continued teacher engagement of parents in their child's learning we hope to continue to strive to maximize our parental involvement. It will be necessary to communicate effectively curriculum redesign and the desire for ethical citizens, entrepreneurial spirit and engaged thinkers within our schools as we hope to prepare our students for the future world of work.
- Effective instruction in numeracy and literacy is evidenced by satisfaction in the area of student learning opportunities and education quality
- We feel that we can improve the participation of students at all levels in student leadership through more diverse formal leadership opportunities for younger grades
- 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.

Highlights

- Highly supportive and involved parent community
- Collaborative staff that support each other professionally and personally
- Implementation of a common literacy assessment (Fountas and Pinnell) as a benchmark to guide appropriate learning interventions
- Flexible and fluid learning support and early literacy models that are responsive to the needs of our learners
- 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
- High quality and diverse art instruction at all grade levels
- Pro-BE POSITIVE cards sent home by staff to share student accomplishments with parents
- Early Education Program – very well received and seen as an important part of our school community

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, playground, routines, parent parking, etc)
- Support for students with reading and writing learning needs – creative use of LST, early literacy support, administration, parents and classroom and school interventions
- Training of staff in the 7 Habits and the future direction for this program in our school – how do we build momentum and incorporate different strategies into our existing 4 C's?
- 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
- Curriculum Redesign – provide opportunities for our learning community to develop a better understanding of what it means
- School wide focus on literacy through our common assessment and collaborative response model is positive – need to ensure teachers continue to have access to professional learning and development in numeracy as well