

Dr. Probe Elementary School



2019/20 Three Year Education Plan

and

2018/19 Results Report

VISION STATEMENT

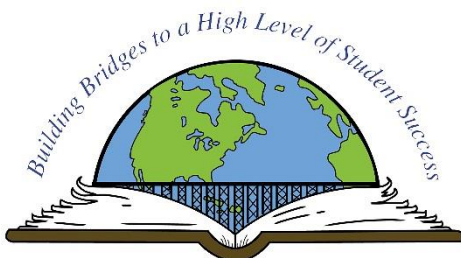
Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

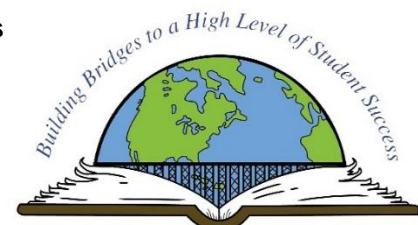
Lethbridge School District No. 51 is inclusive, forward-

thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens

www.lethsd.ab.ca



Lethbridge School District No. 51



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PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

Lethbridge School District Priority: Achievement.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

PERFORMANCE MEASURES

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

Universal Design for Learning:

- Continue focus on Universal Design for Learning philosophy and strategies for all staff
- Sharing effective UDL strategies among staff to promote what is working well in the classroom
- Working with staff to collaborate on how to support all students within the grade level
- Continue to build workshop model within our Literacy and Numeracy blocks (this allows us to meet the needs of more students in one block of time)
- Create deeper understanding and utilization of the Pyramid of Interventions. Use this to guide our discussions and decisions around programming
- Learning Support Teacher will help support grade level team interventions
- Build an understanding of best practices with ESL supports. We will use a push in model of support, and be able to show how often, the strategies we use for our ESL students, work for others as well
- Monthly Support Staff Meetings will focus on UDL strategies, and building independence in our students
- FNMI Literature is available in every classroom
- Our Grade 5 Team is embarking on a co-teaching journey alongside our FNMI Liaison Worker, and our FNMI Coordinator

Literacy and Numeracy:

- Staff will build Literacy and Numeracy plans at the start of the school year
- We will once again utilize our Numeracy Lead teacher to build capacity and knowledge around the best practices for Numeracy
- Grade Level Teams will examine their MIPI data and use it to inform and guide instruction and focus
- Our teachers will examine the best ways to use the Literacy Place and Moving up materials to provide strong materials for their Book Clubs, Guided Reading Groups, and Shared Reading experiences
- As a staff, we will grow in our understanding of how using LLI can effectively increase students' reading abilities. When we use it as a grade level intervention, we can target a higher number of students

Wellness:

- More teachers are using a whole class approach to Zones of Regulation, and embedding it into their daily routine
- We are delving into Jody Carrington's work around the importance of 'connections.' We have examine which students we have connected with most often, and whom we need to check with more frequently. Our grades are leading the way with this as one of their inquiry questions. We have Jody coming to speak to us May 19.

Lethbridge School District Priority: Innovation

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

PERFORMANCE MEASURES

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Universal Design for Learning:

- Implementing Universal Design for Learning (UDL) in literacy and numeracy at all grade levels
- Use of engagement time and staff meeting time to engage in generative dialogue around UDL and professional inquiry
- More staff development and planning on effective integration of the Competencies
- Development and utilization of Learning Commons philosophy to create engaging spaces and opportunities for students, staff and community

Develop our Media Centre and create opportunities to engage with our school community

Students involved in grant writing (Youth in Action) for classroom iPads, etc

Student Lighthouse Team to determine student activities, action teams and projects

Leader in Me taught consistently within our health Classes

Literacy and Numeracy:

-Effective integration of technology – iPads, listening stations, laptops, computer lab – to create engaging learning opportunities within Literacy and Numeracy

-Development of differentiated literacy learning strategies that engage learners of varying reading levels – teachers working with Literacy Lead

Teacher, Learning Support Teacher, and English Second Language Teacher

Wellness

-We create learning opportunities for kids to move within the building (math walks, reading in the halls)

-Putting in our Sensory Path, and creating movement break options throughout the school

-We have continued to build our Up and Down regulation spaces, which are accessible for all students who may require them

Lethbridge School District Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

PERFORMANCE MEASURES

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

Universal Design for Learning:

- Capacity building with all staff around Universal Design for Learning (Shelley Moore, RTI2)
- Focus on core instructional practices (widen the walls, raise the ceiling, lower the floors)
- Use our RTI2 sessions to build understanding, and reduce overall barriers for learners
- Workshop Model implementation in Literacy and Numeracy
- Provide PL sessions for teachers to better interpret F and P data
- Utilize our Team Support more effectively and build awareness around how we can support students and build independence

Literacy and Numeracy

- Workshop model used within all of our classrooms
- Targeted interventions happen within the workshop
- Ongoing, purposeful assessment happens during the workshop process, which guides and informs instruction

Wellness:

- Recognize student success through our ProBE Positive Assemblies, leadership opportunities, positive parent phone calls, cards and letters home
- Ensure that our school-wide activities align with our school philosophy
- Student Leadership jobs include Student Lighthouse Team, announcement leaders, door greeters, literacy leaders, and hot lunch leaders
- Care Team Wrap Around services (Mind up, Self-Regulation, Project Child Recovery, WISEguys, etc.)

Accountability Pillar Results

Measure Category	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	Safe and Caring	89.9	85.6	86.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.1	85.1	87.8	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.8	92.4	93.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	97.1	84.9	86.7	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	85.4	82.6	83.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.4	74.5	83.6	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	77.9	83.2	85.7	81.0	80.3	81.0	High	Declined	Acceptable

Highlights

- We have continued to make great strides with our support model. Our Team Support is allocated differently and we feel better meets the needs of more students
- We are in our second year of running Support Staff Meetings. This allows us to have better communication, and more ongoing PL
- Discussions during our RTI2 meetings are deeper, and teachers are re-thinking their own classroom structures
- We see a greater use of LLI materials. As well, grade level teams are working together to reach a larger number of students
- We have an FNMI Worker, and this is wonderful! She has added so much to our CARE team
- Our students, as a whole, performed very well on the MIPI. It was encouraging to see their strengths. It was also beneficial to see what we can work on moving forward this year
- We have moved our Parent Council Meetings into different teachers' classrooms. This allows parents to see different learning spaces
- We now have grade level blocked literacy time. This has proved to be quite successful, and helps facilitate grade level teams working together

Challenges to Address

- We are navigating the changes to Team Support
- After looking at our data, we need to work on how we can involve our parents more in our school
- We also need to investigate how we can highlight what we are doing to continually grow and improve
- School Culture is a very important piece of our growth and ability to improve. This is something that always needs to be a focus

-How can we make the first few months less overwhelming for staff?