

Dr. Probe Elementary School



2021/22 Assurance Plan

School Vision Statement

Dr. Probe School is a community of confident, engaged learners who are inclusive and kind.

School Mission Statement

Dr. Probe School fosters a learning environment where care, creativity, cooperation and courage support students' academic and character development.



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ASSURANCE PLANNING

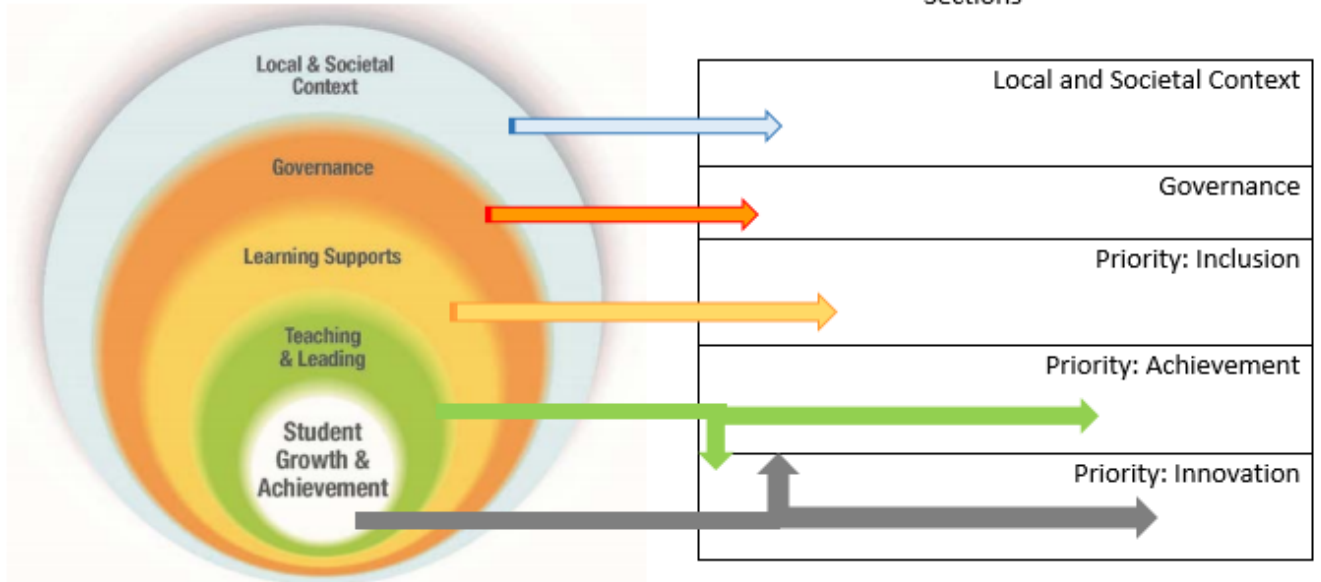
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are identified in each of the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

Dr. Probe is home to 508 learners and 45 school staff. Programming includes Early Education (Pre-K), Kindergarten and Grades 1-5. The school boundary includes students living in the communities of Paradise Canyon, Riverstone, Mountain Heights, Sunridge and Varsity Village.

The community of Dr. Probe holds a very high standard for the school and does an exemplary job of displaying the Four C's: Care, Creativity, Cooperation and Courage. This past year, staff looked to align the 4 C's with learners who would have the skills necessary for the 21st Century. In doing so, one of the C's, "Concern," was changed to "Creativity."

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of engagement

Goal	Study/Resources	Strategies	Measures
Staff use evidenced-informed instruction to meet the needs of all learners.	<ul style="list-style-type: none"> • MIPI data and Foundational Skills interview • Building Fluency Kit • Number Talks • F&P data • UDL Guidelines • Writing Continuum 	<ul style="list-style-type: none"> • Providing students with multiple ways to learn and demonstrate understanding • Response to Intervention • Use data from MIPI and F&P to inform instruction • Teachers or students use Writing Continuum to identify strengths and next steps in learning 	<ul style="list-style-type: none"> • Fountas & Pinnell (progress in reading skills) • Demonstrate strong understanding of number fluency • Students can identify strengths and next steps to achieve learning goals
Staff incorporate Indigenous Ways of Knowing into their planning and instruction	<ul style="list-style-type: none"> • Elementary Indigenous Education Teacher • Elders • John ChiefCalf • Division PL Materials • School-Based Committee and teacher leads • Buffalo Kit 	<ul style="list-style-type: none"> • School-wide PL supporting capacity building and understanding • Incorporate Indigenous understandings cross-curricular • Authentic experiences (hands-on learning, guest speakers, field trips) 	<ul style="list-style-type: none"> • Increase in staff feeling of competence to support Indigenous Education • Indigenous Education is incorporated into cross-curricular learning • Pride in students to share culture
School-wide focus on safety and well-being	<ul style="list-style-type: none"> • Teacher Counsellor • MHCB Team • Community Supports • Wellness Room 	<ul style="list-style-type: none"> • Embedded time for universal instruction • COVID procedures and protocols • Focus on deep understanding and practice of 4Cs by students supported by intentional instruction during Collaborative Time • Strategies to build trust and connection are used in classrooms and the school 	<ul style="list-style-type: none"> • Students feel safe at school and have at least one adult they have a strong connection with • Strong school culture with the 4C's as foundation • Student Survey
Increase deep understanding of curriculum concepts	<ul style="list-style-type: none"> • Building Thinking Classrooms by Peter Liljedahl • Thinking Routine by Ron Ritchhart 	<ul style="list-style-type: none"> • Use Thinking Routines to support deep understanding • Implement strategies from text 	<ul style="list-style-type: none"> • students have a deeper understanding of concepts and can transfer learning

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	• Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning	<ul style="list-style-type: none"> • Shelley Moore • LST • Teacher Counsellor • UDL Guidelines • Lesley (LCF) • Admin 	<ul style="list-style-type: none"> • LST—support within classrooms and work alongside teachers and support staff • Teacher Counsellor—universal, targeted and individual supports for students; provide information and support to teachers • Multiple ways for students to explore and demonstrate understanding 	<ul style="list-style-type: none"> • Regulated & focused classrooms • Common language
Promote and support a safe and caring learning environment -focus on identity	<ul style="list-style-type: none"> • PL focused on wellness and identity • 4Cs of Probe • Division FNMI lead teacher • Equity and Diversity resources 	<ul style="list-style-type: none"> • Universal and targeted instruction focus on wellness and identity • Strength-based model of instruction • Push-in support model • Self-regulation spaces • Leadership opportunities • Promotion of different cultures within school 	<ul style="list-style-type: none"> • Staff feel supported in their instructional practice • Students feel safe and cared for at school • OurSchool Survey results • Pride in identity; students show respect and appreciation for diversity
Identify and remove barriers	<ul style="list-style-type: none"> • Shelley Moore • Division supports • LST • UDL • Admin • SRO 	<ul style="list-style-type: none"> • Breakfast, snacks and lunch available • Mental health support available through full-time teacher counsellor • Families needing supports are connecting with Family Support Workers • ELL Translators/supports 	<ul style="list-style-type: none"> • Students have basic needs met • Students are regulated • No stigma to access resources and supports • Strong family connections with school
<ul style="list-style-type: none"> • Classroom support plans (create classroom environments which supports learning for all) 	<ul style="list-style-type: none"> • UDL Guidelines • Zones of Regulation • Trauma Informed Practice • Shelley Moore: Classroom Support Plans 	<ul style="list-style-type: none"> • Use of visuals for all students (schedules, vocabulary) • Regulation tools available to all students • Self-Regulation strategies used with all students • Technology supports available 	<ul style="list-style-type: none"> • Students are successful academically and social/emotionally • Students are regulated • Instruction at students’ instructional level (all students participate; different entry points in lessons)

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> • Inquiry templates • PL Materials 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups • Meetings with administration • Embedded time in PL days 	<ul style="list-style-type: none"> • Staff engagement • Current instructional practices based on research implemented in classrooms • Reflection meetings
Responsive Instruction	<ul style="list-style-type: none"> • MIPI data to inform instruction • UDL • Workshop Model • F&P data to inform instruction 	<ul style="list-style-type: none"> • Using response to intervention to guide instruction • UDL • Learning Team Meetings • Collaboration with grade teams • Workshop Model 	<ul style="list-style-type: none"> • Fountas & Pinnell • MIPI • Writing Continuum
Increase investment and use of Makerspace and Learning Commons	<ul style="list-style-type: none"> • Curriculum Resource Centre • Learning Commons Facilitator • PL opportunities • Community Sponsorship 	<ul style="list-style-type: none"> • Embedded time for Maker activities • Maker Spaces are used to promote creativity, innovation and collaboration • Maker Stations used in classrooms and the LC; supported by LC facilitator • Student leadership opportunities 	<ul style="list-style-type: none"> • Utilization of Maker activities • Student reports and engagement • Teacher engagement
Support deep thinking and understanding	<ul style="list-style-type: none"> • Number Talks • Building Fact Fluency kits • Thinking Routines • Building Thinking Classrooms 	<ul style="list-style-type: none"> • Number Talks • Thinking Routines • Numeracy Kit 	<ul style="list-style-type: none"> • students have a deeper understanding of concepts and can transfer learning

School Goal or Inquiry

In what ways and to what extent does implementing strategies to support thinking skills affect student learning?

Possible Resources: Building Thinking Classrooms in Mathematics by Peter Liljedahl, Thinking Routines by Ron Ritchhart, Project Zero's Thinking Routine Toolbox (Harvard)

Strategies	Timeline	Indicators of Success
-embedded grade level collaborative time for PL (ex. Implement and review ways to support thinking using Liljedahl book)	September to June	-collaborative learning, reflection and response -increased efficacy in supporting deep thinking by staff -students are active learners -thinking is visual -students problem solve and work collaboratively -Thinking Routines used to foster deep understanding -students feel safe to share ideas and can provide differing viewpoints respectfully
-teachers and admin read and implement learning from "Building Thinking Classrooms"	September to June	-increased understanding of pedagogy to support deep learning -increased use of thinking practices or routines to understand curriculum concepts -student learning and thinking is visible in classrooms -increase in student confidence to share ideas and engage in meaningful discussions
-strategies which promote deep thinking, such as Thinking Routines, are regularly used to support learning by staff and students	September to June	-use of Thinking Routines is visible in classrooms and used regularly -students have a deeper understanding of concepts and can transfer learning -all staff and students have equal opportunities to share their ideas and understandings in a respectful manner