

Dr. Probe Elementary



2020/21 Annual Education Results Report

School Vision Statement

Dr. Probe School is a community of confident, active 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.

Accountability Pillar Results

Assurance Domain	Measure	School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.1	80.2	82.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.0	95.0	94.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.2	73.0	76.3	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

Highlights

- Improvements in measures of Citizenship and Parental involvement from previous year and 3-year averages
- Surpassing provincial averages in Education Quality, Citizenship, WCRSLE and Parental Involvement
- Results linked to school focus on wellness and academic programming

Challenges to Address

Challenges

- Access to supports (restructuring of wellness model for the 2021/22 school year)
- Student engagement in learning
 - In response to COVID-19 pandemic
 - Giving consideration to external measures of student engagement (school-based surveys)

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	123	84.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	87.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	69.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	97.5

Evaluation

A few statements about what the school will be doing to improve student learning engagement.

- *Placing a greater focus on understanding the student experience*
 - *Seeking additional sources on data (school-based student surveys)*
 - *Engaging students in leadership opportunities regarding their learning*
 - *Supporting student wellness and access to internal and external supports*
- *Emphasizing character education programming (4Cs)*
 - *Dedicated instructional time*
- *Continuing to develop “thinking” classrooms through school-based professional learning*
- *Identifying opportunities to celebrate student successes*

Performance Measures

2. Education Quality

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	131	92.4	125	92.4	155	95.8	129	95.0	122	93.0
Parent	14	85.5	23	82.1	17	93.0	19	93.0	11	87.5
Student	94	95.2	83	95.2	116	95.2	84	97.0	84	93.4
Teacher	23	96.4	19	100.0	22	99.2	26	94.9	27	98.1

Evaluation

A few statements about what the school will be doing to improve education quality.

- Supporting teacher professional learning and growth
 - School-wide focus on “thinking” classrooms
 - Indigenous Ways of Knowing
 - Universal Design for Learning
- Continued focus on Makerspace
- Communicate school learning goals and activities with wider community

Lethbridge School Division 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

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

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	123	79.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	70.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	79.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	90.2

Evaluation

A few statements about what the school is doing to improve access to supports and services.

- Restructuring of school wellness model
 - Consistency in access to supports
 - Pyramid of intervention model:
 - Base: Universal instruction provided to all students and staff
 - Middle: Focused group instruction
 - Top: Individualized targeted supports
- Connection to additional resources
 - Indigenous Education Teacher, Mental Health Capacity Building Team, Family Support Worker, Division Psychologist, Speech-Language, Pathologist, Occupational Therapists, Behaviour Support Team, Music Therapy, External Agencies
- Continued development of classroom support plans
 - Connecting supports between school and home

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	123	89.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	90.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	78.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	99.5

Evaluation

A few statements about what the school is doing to make the school welcoming, caring, respectful and safe.

- Development of character education curriculum
- Offering support through wellness programming
- Supporting opportunities for students to share their voice (school-based student surveys)
- Student leadership opportunities

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	37	90.6	41	74.5	39	81.4	45	73.0	38	87.2
Parent	14	85.5	22	53.2	17	64.7	19	58.5	11	75.9
Teacher	23	95.7	19	95.8	22	98.1	26	87.4	27	98.5

Evaluation

A few statements about what the school is doing to involve parents.

- Creating and welcoming greater opportunities for parents to volunteer in the school
- Communication with parents through newsletters and emails
- Continuing to collaborate with School Council

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	131	81.6	125	82.6	155	85.4	129	80.2	123	87.1
Parent	14	81.4	23	78.8	17	81.9	19	83.2	11	86.8
Student	94	68.7	83	73.2	116	76.9	84	63.0	85	75.4
Teacher	23	94.7	19	95.8	22	97.2	26	94.6	27	99.2

Evaluation

A few statements about what the school is doing to encourage and grow citizenship.

- Recognizing student achievement through character education programming
- Focus on core values and character education through school programming
- Connecting with families to support 4Cs inside and outside of the classroom

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	36	75.0	39	66.0	39	66.2	44	59.6	37	64.6
Parent	13	72.7	20	51.4	17	58.6	19	61.1	10	42.9
Teacher	23	77.3	19	80.6	22	73.8	25	58.0	27	86.4

Evaluation

A few statements about what the school is doing to develop lifelong learning.

- Communication with parents through emails and newsletter
- Making connections between academic and character education
- Continued focus on developing thinking skills and collaborative learning

School Priority: To promote and support a safe and caring learning environment through a focus on the mental health and well-being of staff and students

Performance Measures

- Staff feel supported in their teaching and instructional practice
- Students feel safe and cared for in their learning environment

The school may decide to pull any information from the “supplemental AEAMs” if it is appropriate for the performance measures identified in the school priority. AND/OR

The school may have identified other measures they want to describe here

AND/OR The school can make qualitative comments regarding progress toward the school goal

AND/OR The school may not have had a school priority so this page would be deleted

- In addition to the APORI results detailed in this report, additional data was collected from grade 4 and 5 students through the “OurSchool Survey”
 - Data collected from this survey largely aligned with the student responses included in this report
 - Measures of student wellness and anxiety rated higher than Canadian norms outlined in the survey
 - The COVID-19 pandemic and impact on school structures were largely attributed to impacting the student experience
 - Measures surrounding teacher-student interactions rated higher than Canadian Norms
 - Measures directly contrasting the limitations of the pandemic and the enjoyment of the school year saw 91% of students rating their year as “Okay” or better:
 - School year was “Great”: 17%
 - School Year was “Good”: 35%
 - School year was “Okay”: 40%
 - Staff surveys indicated the level of support provided by administration was appropriate or better
 - Difficulties in accessing supports for students were identified as related to the need for consistency and prevalence
 - This was a shared constraint amongst other schools in the division and a reflection of the larger community as well