

Dr. Probe Elementary School



2023/24 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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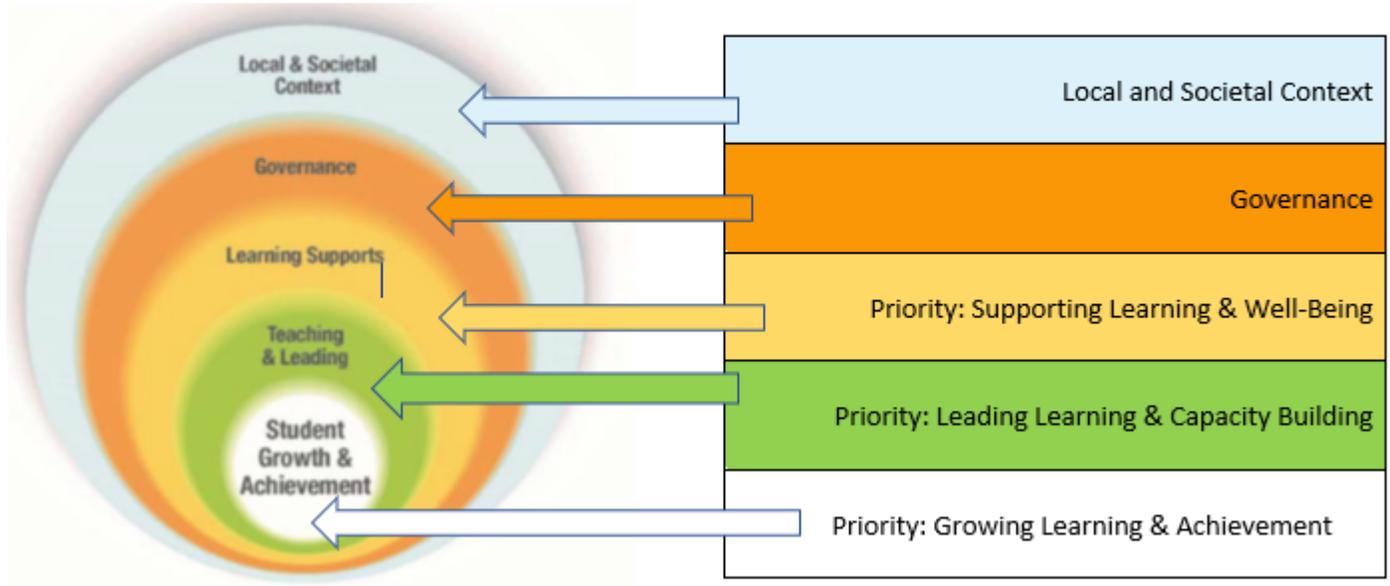


ASSURANCE PLANNING

Assurance Planning 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 threaded through the provincial Assurance Domains.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



SCHOOL CONTEXT

Dr. Probe is home to approximately 500 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.

Strengths: Quality of Education, Safe and Caring Learning Environment, Citizenship

Highlights: Parental Involvement, Support of Community, Focus on Student Learning

Challenges: Developing students to be independent critical thinkers who approach learning with optimism and resilience.

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience. The school applies the resources needed to support Indigenous student achievement.
- Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes

Provincial Assurance Survey measure of citizenship

Provincial Assurance Survey measure of learning engagement

| Goal | Strategies | Resources | Measures |
|--|--|---|---|
| Increase opportunities for <i>deep</i> understanding of curricular concepts | <ul style="list-style-type: none"> • Use Thinking Routines to support deep understanding • Implement strategies which support thinking • Planning instruction using concept-based learning principles (surface, deep, transfer) | <ul style="list-style-type: none"> • <u>Building Thinking Classrooms</u> by Peter Liljedahl • <i>Thinking Routines</i> by Ron Ritchhart • Concept-based Learning Model • Garfield Gini-Newman | <ul style="list-style-type: none"> • Students can connect and transfer learning concepts • Students engaged in tasks that facilitate deep learning • Summative Assessments where students demonstrate deep thinking |
| Continue to support and implement Universal Design for Learning | <ul style="list-style-type: none"> • LST & Teacher counsellor—support within classrooms and work alongside teachers and support staff on universal, targeted and individual supports for students • Learning environments designed to reduce barriers • Classroom Support Plans • PL—Instructional practice guided by UDL • Ongoing reflection during RTI | <ul style="list-style-type: none"> • LST • Teacher Counsellor • UDL Guidelines • Classroom Support Plans | <ul style="list-style-type: none"> • All learners access and participate in meaningful, challenging learning opportunities. • Multiple means of engaging with concepts, representing, and expressing learning • Instructional alignment with student needs |
| Staff incorporate Indigenous Ways of Knowing into their planning and instruction | <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"> • Elementary Indigenous Education Teacher • Division PL Materials • School-Based Committee and teacher leads • Diversity Committee | <ul style="list-style-type: none"> • Increase in staff feeling of competence to support Indigenous Education • Indigenous Education is incorporated in planning and instruction • Pride in students to share culture |
| Engaging students and parents/guardians in the process of learning | <ul style="list-style-type: none"> • Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals • Parent engagement events throughout the year | <ul style="list-style-type: none"> • Division Writing Continuum • Fountas & Pinnell, Running Records, • New literacy and numeracy resources | <ul style="list-style-type: none"> • Students able to reflect on their learning progress and set new goals |

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

| Goal | Strategies | Resources | Measures |
|---|--|--|---|
| Staff engagement in inquiry based professional learning as part of growth planning. | <ul style="list-style-type: none"> • Time scheduled for collaborative groups • Generative Dialogue meetings with administration • Embedded time in PL days | <ul style="list-style-type: none"> • Inquiry templates • Professional Learning materials | <ul style="list-style-type: none"> • Growth in learning goals, engagement in RTI and Generative Dialogue • Current instructional practices based on research implemented in classrooms • Teachers learning from one another, building capacity of colleagues |
| Professional learning for staff will focus on developing instructional practices based in collaborative, creative and critical thinking | <ul style="list-style-type: none"> • Ongoing PL with Garfield Gini-Newman • Incorporate strategies in unit and lesson plans • Embedded professional learning time | <ul style="list-style-type: none"> • Print and digital resources from the Critical Thinking Consortium • Thinking Routines • Julie Stern Concept-Based Learning Materials • Building Thinking Classrooms (Peter Liljedahl) | <ul style="list-style-type: none"> • Instructional planning incorporates critical thinking activities • Anecdotal—Students' ability to connect and transfer learning • Reflection of staff |
| Staff use evidenced-informed instruction to meet the needs of all learners. | <ul style="list-style-type: none"> • Providing students with multiple ways to learn and demonstrate understanding • Response to Intervention Model • Data informed instruction (Writing Continuum, MIPI, F&P) to identify strengths and next steps in learning • Targeted Intervention | <ul style="list-style-type: none"> • MIPI data and Foundational Skills interview • Building Fluency Kit • Number Talks • F&P data • Heggerty, Rime Magic, Flyleaf, LLI | <ul style="list-style-type: none"> • Fountas & Pinnell (progress in reading skills) • Assessment of Intervention • Students demonstrate strong understanding of number fluency • Students can identify strengths and next steps to achieve learning goals |

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
 Provincial survey measure of access to supports an services

| Goal | Strategies | Resources | Measures |
|---|--|--|--|
| Create inclusive and responsive learning environments | <ul style="list-style-type: none"> • Student Leadership • Celebration of culture and diversity • Classroom resources are reflective of diversity • Focus on universal tools, supports and instruction • Exploratory Time | <ul style="list-style-type: none"> • 4Cs of Probe taught during Collaborative Time • Division Indigenous lead teacher • Equity and Diversity resources • Diversity Committee | <ul style="list-style-type: none"> • Students feel they belong and contribute to their class and school • Pride in identity; students show respect and appreciation for diversity (OurSchool Survey, Qualitative) |
| School-wide focus on well-being | <ul style="list-style-type: none"> • Embedded time for universal instruction • Focus on 4Cs of character education, digital wellness, and well-being | <ul style="list-style-type: none"> • Teacher Counsellor • MHCB Team • Community Supports • Wellness Room • Digital Wellness Lead Teacher • Culture Day | <ul style="list-style-type: none"> • Students feel safe at school and have at least one staff member they have a strong connection • Strong school culture with embedded in 4C's • Student/Parent Surveys |
| School is an open and inclusive learning environment | <ul style="list-style-type: none"> • Embedded time for universal instruction • Focus on 4Cs of character education • Student cultures reflected in art, books and resources throughout the school • Parent Communication • School-wide events, including 3 Celebrations of Learning | <ul style="list-style-type: none"> • Teacher Counsellor • Community Supports • Wellness Room • Diversity Committee | <ul style="list-style-type: none"> • Student/Parent Surveys • Families feeling comfortable to access and engage with the school |

School Goal or Inquiry

Note—this section will be completed in the fall and plan updated by October 1, 2023

To what extent can we engage students, parents and families in the process of learning?

Possible Resources: Writing Continuum, F&P, MIPI, Levelled Literacy Instruction, Numeracy Kits

| Strategies | Timeline | Indicators of Success |
|--|---|---|
| <ul style="list-style-type: none">•School Communication (Newsletters, Email, Telephone)•School-based Learning Events (3 Celebration of Learning events throughout the year)•Reformatting school report card (Removal of qualitative comments, focus on curricular outcomes and resources)•Student-led conferences (goal-setting, benchmark analysis, metacognitive awareness of learning path)•Student learning portfolio development (exemplars demonstrating growth and development) | <ul style="list-style-type: none">•September—May•Learning Meetings in October, February and May•Surveys (Assurance/OurSchool in February, Perception Checks following each Learning Meeting)•Communication (Ongoing) | <ul style="list-style-type: none">•Parent/Family engagement•Student engagement•Academic achievement•Survey responses (Assurance, Oru-School, Site-based) |