

Dr. Probe Elementary School



2018/19 Three Year Education Plan

and

2017/18 Results Report

VISION STATEMENT

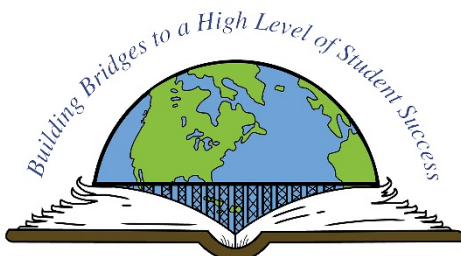
Our learners are innovative thinkers who are successful, confident, respectful, and caring.

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

STRATEGIES (FOR 2018-2019)

- Increased focus on workshop model in both literacy and numeracy
- Introduction of cross-grade level interventions to support students in the area of literacy
- Grade level collaboration to incorporate games in build numeracy skills
- Use data board in Response to Instruction & Intervention (RTI2) to more effectively target student learning needs
- Involve our Family Care Team members and Educational Assistants in RTI2 meetings to ensure wraparound support for students
- FNMI literature added to every classroom library, reading kits in Learning Commons
- Continue to restructure our Learning Support Model to meet changing needs (ESL)
- Work towards Year Three of our School Literacy Plan
- Participate in two residencies with Bev Smith to develop workshop model in reading
- Use Pyramid of Interventions (POI) to guide RTI2 and support programming
- LSTs support grade level teams to provide whole grade level interventions across a literacy block, building capacity
- Utilize Tayna Braybrook assessments to pre-assess students in math on an ongoing basis to guide instruction
- Continue to use tools such as Mathletics, RAZ kids and Math Prodigy to engage and target learning
- School based FNMI committee with grade level representatives, increased visuals school wide and in classrooms, literature in classroom libraries, student leadership, increased parent contacts, more staff are attending workshops and making this teaching competency the focus of their professional inquiry
- Professional Learning to be used to strengthen common language around instructional and assessment practices
- Utilize Numeracy Lead Teacher to build capacity within teachers, residency planned for February
- Utilize Technology Lead Teacher to build capacity within teachers, school based workshops and residencies
- All PL includes links to the new TQS and activities to develop teacher understanding and skillset
- Monthly Support Staff meetings focussed on PL and professional inquiry
- An Early Literacy and Book Room space is being created to centralize and provide easy access to resources
- Care Team continues to provide Mind Up and Self-Regulation universal programming
- Plans for development of Sensory Room are underway

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.

STRATEGIES (FOR 2018-2019)

- **Implementing Universal Design for Learning (UDL)** in literacy and numeracy at all grade levels
- Effective integration of technology – iPads, listening stations, laptops, computer lab – to create engaging learning opportunities
- 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**
- **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 and to include Maker Spaces **and Media Centre**
- Students involved in grant writing (Youth in Action) for classroom iPads, etc
- Student Lighthouse Team to determine student activities, action teams and projects
- Continue staff Leader in Me training
- **Leader in Me pushed out to parents in weekly Principal's Message and on our website**
- **Eight week startup plan (one Leader in Me Habit per week) set common language for the year**

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.

STRATEGIES (FOR 2018-2019)

- The 4 C's of Care, Concern, Cooperation and Courage are recognized as being supported foundationally by the Leader in Me and 7 habits philosophy
- Continue to build school culture that students and staff are proud of
- All school activities develop and reinforce the character traits of our school philosophy
- Recognize students through our Pro-Be positive assemblies, leadership jobs, positive parent phone calls, cards and letters home
- Student leadership jobs include morning announcement leaders, Student Lighthouse Team, door greeters, Literacy Leaders, Book Buddies, enviro leaders, assembly leaders, Little Free Library leaders, Purposeful Acts of Kindness leaders, Hot Lunch Leaders, and classroom leadership roles
- Ongoing PL for staff in wellness, self-regulation, 7 Habits living, sensory room, and UDL
- Effective Care Team supports social, emotional and behavioural needs (Mind Up, Self-Regulation, Project Child Recovery, Girls' Space, Ywise Guys, Big Brothers Big Sisters In-School Mentorship, Home Alone, friendship groups)
- Our settlement Worker provides in class support, lunchtime friendship groups, and staff PL
- ESL Lead Teacher provides ongoing PL and in class support and capacity building
- Provide PL opportunities for teachers to learn how to analyze the FnP data to better target instruction
- Continue to focus on workshop model in literacy and numeracy
- Develop teacher capacity to embrace UDL
- Use POI as foundation for all programming discussion and decision making
- Use RTI2 to focus discussions around UDL and reducing barriers to learning
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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	85.6	87.1	91.4	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	85.1	89.3	87.6	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	92.4	92.4	94.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	84.9	88.5	85.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	82.6	81.6	84.7	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	74.5	90.6	81.8	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	83.2	84.8	85.6	80.3	81.4	80.7	Very High	Maintained	Excellent

Highlights

- Workshop model was implemented and staff were able to see that it provided opportunities for different types of learning for diverse learners, setting the stage for UDL.
- Teachers who travelled to John A. Macdougall have had great success in implementing Lucy Calkins, and have helped their teams begin this writing process as well.
- Teacher grade level changes have created different approaches, ideas and directions for teams. They are able to 'do things differently.'
- Our Learning Support Model has changed significantly, and has had an impact on how we view what we can all do to support students. Part of this is embracing UDL and RTI2 - being able to look at instruction and universal strategies more effectively.
- Although not without its challenges, teachers have embraced a 'push in' model for Learning Support.
- With the new push in model, we have already seen significant change, particularly with reading levels.
- Zones of Regulation has been introduced, and is starting to become a school wide focus. We are beginning to build a common language around this.
- Sensory rooms development is underway, these spaces are being utilized effectively, and we have been able to build more knowledge around how to use them in a more purposeful way. As well, the zones of regulation have been incorporated into this, furthering its impact.
- We have started to have monthly support staff meetings, and these have proven to build relationships, trust, and the ability to troubleshoot challenges together as a team.

Challenges to Address

-Our demographic changes, year to year, and forces us to look at how we can do things differently to meet the needs of all learners. With this, we recognize the need to help build understanding around how to support and teach students who have experienced trauma. Further to this, we also need skills around supporting families who have or are experiencing trauma.

-As we move forward with changes to our Learning Support Model, we need to both support and challenge our staff to build understanding around Universal Design for Learning and Response to Intervention and Instruction. We can't simply do things because we have always done them.

-As leaders, we need to carefully demonstrate how our initiatives align together so that it makes sense, and alleviates feelings of being overwhelmed.

-We are still without an FNMI Liaison this year and we are feeling the impact of this, especially staff who are picking up the extra load.

-Although it couldn't be helped, the sewer drain project and re-sodding of the lawn has definitely caused some constraints where student learning and staff morale were affected.