

Ecole Agnes Davidson School



2018/19 Three Year Education Plan

and

2017/18 Results Report

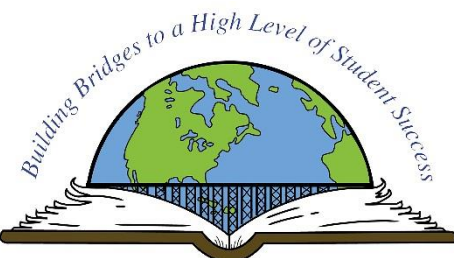
Vision Statement

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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Lethbridge School District Priority: Achievement

PROVINCIAL GOALS

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

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

Literacy and Numeracy:

- Measure student achievement in literacy and numeracy through the use of formative and summative assessments (GB +, Fountas and Pinnell, LLI (French and English), Daily 5, grade level assessments, performance tasks, MIPI).
- Use of Best Practices in the classroom with new resources such as the Lucy Calkins program and the Mathology programs.
- Develop a literacy plan based on individual grade level objectives along with school wide objectives. These plans will include timeline, strategies and resources required.
- Through a collaborative approach, use the school pyramid of intervention to respond to students' learning needs using a variety of teaching strategies (Daily 5, Precision Reading, LLI, math groups, performance tasks, guided reading).
- Use of the Library Learning Commons as an active learning space to enhance literacy and numeracy by using a variety of resources (print and digital) in a multidisciplinary subjects including science, technology, engineering, and math or STEM activities.
- Increase the use of student self-assessments and descriptive feedback.
- Infuse critical thinking strategies and hands-on learning into literacy and numeracy instruction.
- Use collaborative dialogue to lead teachers through discussions around best practices.
- Offer mini grants to students focusing on making a difference and greater achievement (MAD projects)
- Create a student triggers/strategies/interest folder to best know the needs of the students.
- Create an Aggie Sharing Board allowing staff members to view best practice teaching taking place within the school.
- Tuesdays with Sean Metz – collaboration with our school psychologist in guiding the staff for strategies.
- Facilitate Peer Classroom Observations.
- Collaborative opportunities for the French creating of LLI.
- Communication between the English and French programs to increase collaboration and consistency.

Professional Learning:

Competencies

- Keeping up to date with the new curriculum and the competencies and how they increase student learning (critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being).
- Use formative and summative assessment in literacy and numeracy in order to identify our students on the pyramid of intervention. There will be a plan to review students' progress in a specified time period to determine if the interventions have made an impact on students' learning.
- Use a three-tiered pyramid of intervention model. In tier one, the focus is on the teachers delivering high impact universal classroom strategies such as direct instruction, formative assessment, and feedback. Teachers will use differentiated instruction to facilitate the learning of all students. In tier three, we will use our school based intervention programs including: learning support, early literacy, speech, counseling, etc. Finally, in tier four, we will use intensive support in order to meet the needs of the students who are still struggling. Such support could include: district psychologist, outside agencies, etc.

- Promote teachers and teams in creative approaches to enhance instruction and professional learning.
- District supported days for teacher collaboration and school wide collaborative time.
- Focus on a collaboration model where teachers have the opportunity to share best practices with one another.
- Mentorship program.
- Gratitude journals.

Teacher Quality Standards

- The Teacher Quality Standards will be reviewed every first staff meeting of the year.
- Ensure that teachers' growth plan aligns with the TQS and the school's annual plan.
- Infuse the TQS language in our school professional days, staff meetings, and professional conversations with teachers.
- Professional Learning topics will be embedded in our monthly staff meetings.
- The administrative team has developed a classroom visitation schedule whereas the focus will be on collecting data pertinent to the annual plan goals.

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.

Performance Measures

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

Strategies

- Integrate the general and specific outcomes of the program of studies for technology in the core areas across all grade levels.
- Increase the use of technology as a means to differentiate instruction (I-pads, laptops, assistive technology, Smartboards, document reader).
- Explore other resources to support the integration of technology in our instructional practices (Alberta Education web site, 2Learn Alliance site, Studyladder, Raz-Kids, Mathletics, Learn 360, Discovery Education, Kidblog, NetMath, Xtramath, flipped classroom website).
- Engage students in innovative student projects by using technologies (Flip Classroom).
- Use of Class Dojo or FreshGrade as a communication tool with parents and motivational instrument for students.
- Facilitate an active and consistent use of the Learning Commons as a creative and innovative learning environment with an increased presence of STEM resources including carts and maker spaces.
- Increased tech center in each classroom to include more iPads, laptops, or desktops.
- Introduction of staff mini grants to promote risk taking and innovative teaching practices.
- Encourage innovative teaching practices such as the Grade 5 wax museum or the use of a "flipped classroom".
- Incorporate a Make a Difference project for students (M.A.D) for increased student engagement and innovation.
- Open club development – extensive co-curricular and extra-curricular programming including Math Club and Robotics Club.
- Focus on project based learning projects (Science and Heritage Fair, Talent Show, etc.)
- Support non-traditional learning environments such as the Reggio approach, outdoor classroom, Kindergarten and EEP play space and more flexible seating arrangements.
- Transformation of the Learning Commons to facilitate more research activities as well as micro-reading groups.
- Incorporate more hands-on activities in the classrooms to support a variety of needs which include Kindergarten sensory bins, EEP loose parts, and Grade 4/5 sensory break backpacks.

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

- School assemblies where students from grade level teams lead the assembly and share their GRATITUDE. These school assemblies meet every six weeks to engage in the seven habits.
- Provide resources to teachers to support the implementation of gratitude within the curriculum and the classroom.
- Ensure the involvement of each student in a leadership role within their classroom (student jobs).
- Implement school-wide leadership roles.
- Post “7 Habits” visuals throughout the school.
- Involve the majority of our staff in a variety of committees in order to build leadership.
- Oh Canada in a tri-lingual fashion (English, French, Blackfoot).
- Blackfoot word of the week with new FNMI literature added to the Learning Commons in both French and in English.
- Leadership opportunities for students in specialized programs (bowling program, swimming, recycling, odd jobs).
- Lunch Leader Program for grade 4 and 5 students.
- Student Job Board, with student application process in place for leadership opportunities including lunch leaders, student job board, and student clubs.
- Student Club focus and opportunities for students, including RAK (Random Acts of Kindness) team.
- Focus on PL of Self-Regulation and mindfulness, yoga and stretching club, Self-Regulation boxes, development of our multi-sensory room, desk bicycles, social emotional well-being with counselling.
- Working partnership with Gilbert Paterson in helping to facilitate the various needs of students in both schools and support the transition of students from Grade 5 to Grade 6. This includes events at both schools such as band and choir presentations, drama productions, leadership groups, and hosting Knowledge and Employability students to provide an inclusive space in developmentally appropriate interactions.
- Use of Grade 4/5 literacy leaders in creating leadership opportunities for these students while building literacy opportunities for the younger students and the Grade 4/5s alike.
- Gratitude journals with gratitude assemblies
- FNMI family dinner, Rock your Mocs, Orange Shirt Day, District Pow-Wow

School Priority:

Outcomes:

- Continue to improve and maintain a high quality French Immersion program, where students become functionally bilingual in reading, writing and speaking while valuing the Francophone culture.

Performance Measures

- Students are using their French Language skills in and outside the classroom.
- Students are expanding their vocabulary skills in French.
- Students are meeting grade level standards in reading and writing.
- Students are valuing the French culture and the importance and benefits of learning a second language.

Strategies

- Continue with daily bilingual announcements.
- Post visual signs throughout the school in all three languages (English, French, Blackfoot) with more decals throughout the school.
- Continue to use bilingual agendas.
- Continue to offer bilingual cultural presentations.
- Incorporate French Day (cross school activities), Carnival, Francofun Day (across divisions and/or across school districts), etc.
- Facilitate student mentorship from LCI.
- Make sure that our Learning Commons and Library have a variety of resources in both languages with updated FNMI resources in both languages.
- Continue to offer early literacy and LST supports in both languages.
- Continue to provide differentiated programs and approaches to meet the needs of our students with special needs in our French Immersion program.
- Work in collaborative teams in both languages.
- Use of the French Immersion grant to increase early literacy support in our French Immersion program.
- Use of the OLEP grant to provide more opportunities for professional development in French.
- Facilitate a cultural committee with connections to ACFA
- Focus on supporting teachers in Professional Development in French and seeking out those opportunities.
- Working in partnership with Gilbert Paterson, including greater articulation strategies, community and cultural activities, student leaders and professional learning.
- Ensuring an increased focus on French resources for the students in all areas of the school (classrooms, learning commons, etc.)
- Development of LLI for French Immersion Grade 1.
- Development and implementation of Lucy Calkins in the French Immersion program
- French 4/5 book clubs
- Connections with Médiathèque and Cité des Prairies.

Accountability Pillar Results



Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 6435 Ecole Agnes Davidson School

| Measure Category | Measure | Ecole Agnes Davidson 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 |
| Safe and Caring Schools | Safe and Caring | 95.6 | 85.8 | 89.5 | 89.0 | 89.5 | 89.4 | Very High | Improved | Excellent |
| Student Learning Opportunities | Program of Studies | 87.9 | 79.0 | 81.4 | 81.8 | 81.9 | 81.7 | Very High | Maintained | Excellent |
| | Education Quality | 91.6 | 89.2 | 91.5 | 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 | 80.3 | 72.4 | 79.0 | 82.4 | 82.7 | 82.4 | High | Maintained | Good |
| | Citizenship | 88.6 | 80.9 | 83.2 | 83.0 | 83.7 | 83.7 | Very High | Improved | Excellent |
| Parental Involvement | Parental Involvement | 76.4 | 79.1 | 80.4 | 81.2 | 81.2 | 81.0 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 80.1 | 77.4 | 81.9 | 80.3 | 81.4 | 80.7 | High | Maintained | Good |

Highlights

- École Agnes Davidson School exudes a culture of positivity and gratitude. Our students are provided with tremendous opportunities to share their leadership skills and contribute for a vibrant school community.
- Our staff are committed to best practices and ensuring students have every opportunity to achieve their potential.
- We have a very active and engaged parent group who support the academic and co-curricular programming at École Agnes Davidson School.
- Our staff, students and parents encourage risk taking and innovation. As a school community we actively pursue new opportunities for student learning.
- A committed staff of reflective practitioners that are not complacent and want to make each year better for kids.

Challenges to Address

- Seen as a challenge and opportunity by our staff are limitations to French resources and professional learning opportunities. This challenge has led to a vibrancy in our staff to tackle shortcomings through homegrown solutions.
- OLEP funding that helps offset costs or resources and provide cultural opportunities for our entire school are at jeopardy with Federal funding uncertainties.
- Recruitment and training of quality French Immersion teachers and support staff.