Dr. Robert Plaxton Elementary School

2022/2023 Assurance Plan

Love • Growth • Joyful • Globally Minded • Thriving • Organic • Collaborative • Ownership • Community • Inclusive • Fluid • Bright • Clean • Engaged • Open • Genuine

Lethbridge SCHOOL DIVISION

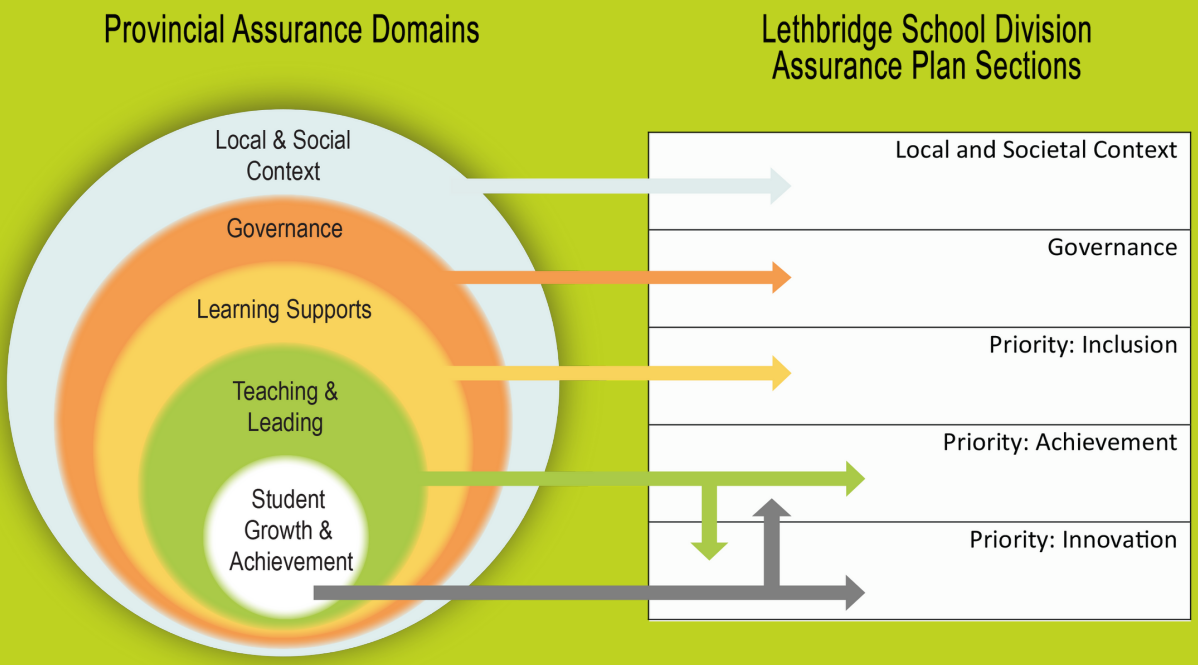
drp.lethsd.ab.ca

Lethbridge SCHOOL DIVISION

ASSURANCE PLANNING

This is the second 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.



SCHOOL CONTEXT

Dr. Plaxton is in its second year of operation! Our school has 350 students enrolled. 320 students are in-class learners and 30 students are E-Learners. We are very pleased to have two programs run out of our school and to be the home of E-Learning for our school division.

The focus of our school is to engage learners with sound instructional pedagogy that fosters creativity, critical thinking, collaboration and high quality evidence of learning. We are in year two of creating a shared vision and mission with our staff, students and families. We would like all voices reflected in our vision/mission and for our goals to reflect current and forward thinking educational practice.

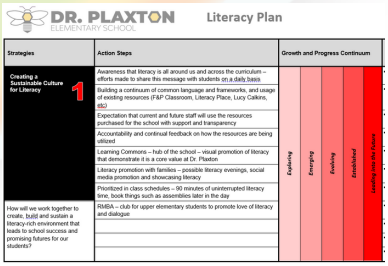
DIVISION PRIORITIES: Achievement, Innovation

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

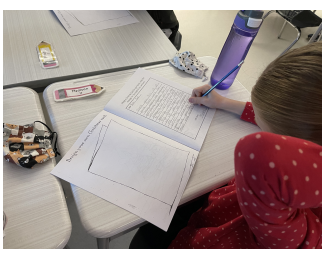
Performance Measures:
Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
Accountability pillar outcomes relative to achievement of all students and growth in Indigenous outcomes
Provincial Assurance Survey measure of citizenship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

DOMAIN 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.

Goal	Study/Resources	Strategies	Measures
Refine and sustain comprehensive literacy practices across all grade levels in the school	• Fountas & Pinnell Classroom (word study, interactive read-aloud, shared reading, guided reading, independent reading, book clubs) • Lucy Calkins Writer's Workshop resources • F&P Writer's Workshop resources (K-1) • School literacy plan	• Utilize collaborative time to grade level plan using literacy resources • LST and leadership support and capacity building • Teacher observation and mentorship • Review comprehensive literacy and resources with any new staff or continuing staff as requested • Literacy Committee—meet 4 times/year to develop and reflect on Plaxton Literacy Plan	• Observation—continued implementation of resources and practices within classrooms • Fountas & Pinnell Data—individual student growth • Writing Continuum—individual student growth • Timetables—teachers can demonstrate that they have delineated comprehensive literacy practices within their literacy block and timetable
Implement comprehensive numeracy practices across all grade levels in the school	• MathUp—Marian Small • Building Fact Fluency—Graham Fletcher • Math Workshop—Jennifer Lempp • Building Thinking Classrooms in Mathematics—Peter Liljedahl • Michaela Demers—Numeracy Lead Teacher • School numeracy plan	• Staff Book Study (Liljedahl or Lempp) • Numeracy Committee—meet 4 times/year to develop and reflect on Plaxton Numeracy Plan & plan numeracy PL for remainder of school year • Michaela Demers—October PL for staff • Utilize collaborative time to plan for numeracy instruction	• Observation of numeracy resources and practices being utilized in classrooms • Numeracy workshop structures visibly embedded into timetables • Collaborative time is used to plan and discuss numeracy practices


DR. PLAXTON ELEMENTARY SCHOOL Literacy Plan

Strategies	Action Steps	Growth and Progress Continuum
Creating a Sustainable Culture for Literacy 1	Awareness that literacy is all around us and across the curriculum – efforts made to share this message with students on a daily basis	Emerging / Developing / Evolving / Established / Leading into the Future
	Building a continuum of common language and frameworks, and usage of existing resources (F&P Classroom, Literacy Place, Lucy Calkins, etc)	
	Expectation that current and future staff will use the resources purchased for the school with support and transparency	
	Accountability and continual feedback on how the resources are being utilized	
	Learning Commons – hub of the school – visual promotion of literacy that demonstrate it is a core value at Dr. Plaxton	
	Literacy promotion with families – possible literacy evenings, social media promotion and showcasing literacy	
	Prioritized in class schedules – 90 minutes of uninterrupted literacy time, book things such as assemblies later in the day	
How will we work together to create, build and sustain a literacy-rich environment that leads to school success and promising futures for our students?	RMBA – club for upper elementary students to promote love of literacy and dialogue	



STUDENT GROWTH & ACHIEVEMENT

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Purposeful integration of technology and thinking strategies that foster growth in competencies such critical thinking, creativity, and collaboration.	• Creating Thinking Classrooms • Cultures of Thinking • Lethbridge School Division Learning Commons Manual • School learning commons plan	• Well-resourced Makerspace that supports meaningful curricular connections • Classroom accessible technology (iPads, document cameras, VR headsets) to personalize learning • Technology Committee—teacher leader supports	• Observation of technology being effectively integrated to support competencies • Student artifacts demonstrate critical thinking and creativity • Observing students collaborating effectively
Staff will engage students through learning in environmentally and culturally conscious ways.	• Helen Schuler Centre • Eco Schools • Melanie Morrow • Connection with Elders in the community • Globally diverse interactive read-alouds	• Resources that support eco-friendly practices—wipe books, erasable surface desks, page protectors, iPads • Terra—Cycle recycling • Upcycled art and organizers • Environmental Stewardship Student task force • Indigenous announcements • Gr. 2 Indigenous PL	• Reduction in photocopying and paper usage • Visible use of erasable surfaces & technology • Student ownership of recycling programs • Student & staff understanding and celebration of diversity

STUDENT GROWTH & ACHIEVEMENT

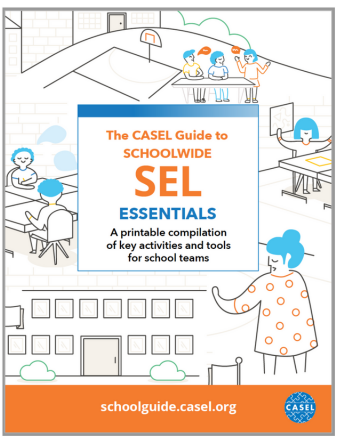
DIVISION PRIORITIES: Inclusion

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

Performance Measures:
Provincial Assurance Survey measure of safe and caring schools.
Provincial survey measure of student inclusion.
Provincial survey measure of access to supports and services.

DOMAIN 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 are active, healthy and well.
5. Schools access services when possible to enhance conditions required for optimal learning.

Goal	Study/Resources	Strategies	Measures
Provide Tier 2 and Tier 3 interventions for students who require literacy and numeracy support in addition to universal strategies	• Fountas & Pinnell Benchmarking data • Fountas & Pinnell Literacy Continuum • Division Writing Continuum • Heggerty phonemic assessment • Castles and Lens data • Formative classroom data • MIPI data • Foundational Assessment Interview • Response to Instruction Framework (Plaxton created)	• Collaborative team meetings each PL day—focus on literacy and numeracy needs & supports needed to be in place • Support teachers with targeted small group work within classrooms • LST and leadership push in intervention	• Improvement and growth on assessments for individual students (F&P, Heggerty, classroom assessments, numeracy assessments) • Goals on ISP's reflect specific needs and target specific skills
Gather data on school wide SEL to inform next steps for social/emotional learning intervention and instruction framework	• Learn Alberta Inclusive Library • CAESL Guide to School Wide Social/Emotional Learning	• Leadership and LST will do an informal assessment inventory using the CAESL schoolwide walk-through protocol and reflection template	• Completion and results of CAESL protocol and reflection template • What are we observing in terms of SEL in the school?



LEARNING SUPPORTS

DIVISION PRIORITIES: Inclusion

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Goal	Study/Resources	Strategies	Measures
Student and staff ownership of norms and expectations throughout the school to ensure a safe and caring environment	• Ron Ritchhart—Expectations	• Review and refine norms and expectations from previous year • Classroom teachers develop norms and expectations for classroom with students • Review and refine norms and expectations developed with students and referred to as a school community	• Are teachers and students adhering to the norms and holding one another accountable? Are norms being referred to as reminders for expectations?
Attention to language of the school (language of listening, knowing, feedback, initiative, noticing & naming, identity & community) to ensure an inclusive and supportive environment	• Ron Ritchhart—Language	• Visible language in school (TV in foyer—" We are all artists", "We are all builders" etc. • Reference to students as subject specialists while learning in the subject (ex. mathematicians, authors, etc.) • Utilize language of learning vs. work	• Language used is deliberate and intentional • Language used is inclusive and supportive • Common language is used across the school and reflected in documents and media

DIVISION PRIORITIES: Achievement, Innovation

PROVINCIAL GOALS:
- Alberta has excellent teachers and school leaders.

Performance Measures:
Provincial Assurance Survey measure of educational quality.

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

Goal	Study/Resources	Strategies	Measures
Staff engagement in team inquiry based professional learning as part of growth planning.	• Inquiry templates • Pam Adams and Carmen Mombourquette	• Engage grade level teams in generative dialogue bi-monthly during embedded collaborative time • October, January, and June Professional Growth Plan Meetings—engage in generative dialogue 1:1	• Staff engagement • Observable change in instructional practice
Development of a professional learning plan that delineates strategies and methods to foster comprehensive numeracy programming and learning.	• Fact Fluency Kits (Graham Fletcher) • Peter Liljedahl text • Jennifer Lempp text • Michaela Demers	• Develop numeracy plan with staff numeracy committee • Create a yearlong plan with numeracy learning opportunities	• Staff understand what comprehensive numeracy instruction entails • Staff implement methods and strategies learned in PL into classroom instruction
Ongoing creation of a school-wide continuum of instructional practices and supports in literacy, numeracy, and social/emotional learning.	• Division RTI^2 Framework • Continuum of Literacy Learning—F&P • Effective Strategies in Mathematics Instruction—Division • CAESL School Guide	• Engage staff in collaborative team meetings during PL days and staff meetings • Collect data to inform dialogue and decision making about instruction and supports	• A continuum is created, and practices and supports are visibly applied within classrooms • The continuum is utilized to inform ISP and BSP goals • Increased progress monitoring to inform targeted supports
Provide opportunities and build teacher capacity for informal instructional leadership.	• Cultures of Thinking • Creating Thinking Classrooms • Vivian Robinson "Student Centered Leadership"	• Learning focused committees which include Vision, Literacy, Numeracy and Learning Commons • Teacher-led facilitation of staff dialogue • Teacher input on long-range planning (e.g., literacy, numeracy & assurance plans)	• Collaborative decision making informed by multiple perspectives

SCHOOL GOAL OR INQUIRY

In what ways can we provide opportunities for dialogue and feedback that fosters insightful reflection and improved pedagogical practice?

Strategies	Timeline	Indicators of Success
Individual and team generative dialogue meetings	• Individual staff 3x per year • Team meetings planned to be once every two months during collaborative meeting time.	• Increased discussion around inquiry questions • Feedback from staff that the dialogue has impacted thinking and practice.
Reflection protocols (pre and/or post-planning)	• Year-long implementation (dependent on team projects or units, events, initiatives, etc.) or during professional learning days.	• Increased awareness for different lenses of reflection • Feedback from staff that the dialogue has impacted thinking and practice.
Agreed upon purpose of classroom observation	• Created in initial generative dialogue meetings with individual staff • Reviewed at each generative dialogue meeting	• More teacher-initiated requests for classroom visits and/or dialogue • More conversation around the agreed-upon observational goals.

SCHOOL RESERVES

SCHOOL GENERATED FUNDS