

Dr. Robert Plaxton Elementary School



2023/2024 Assurance Plan

*We nurture innovative thinking in bright, vibrant spaces
through intentional learning opportunities.*

ASSURANCE PLANNING

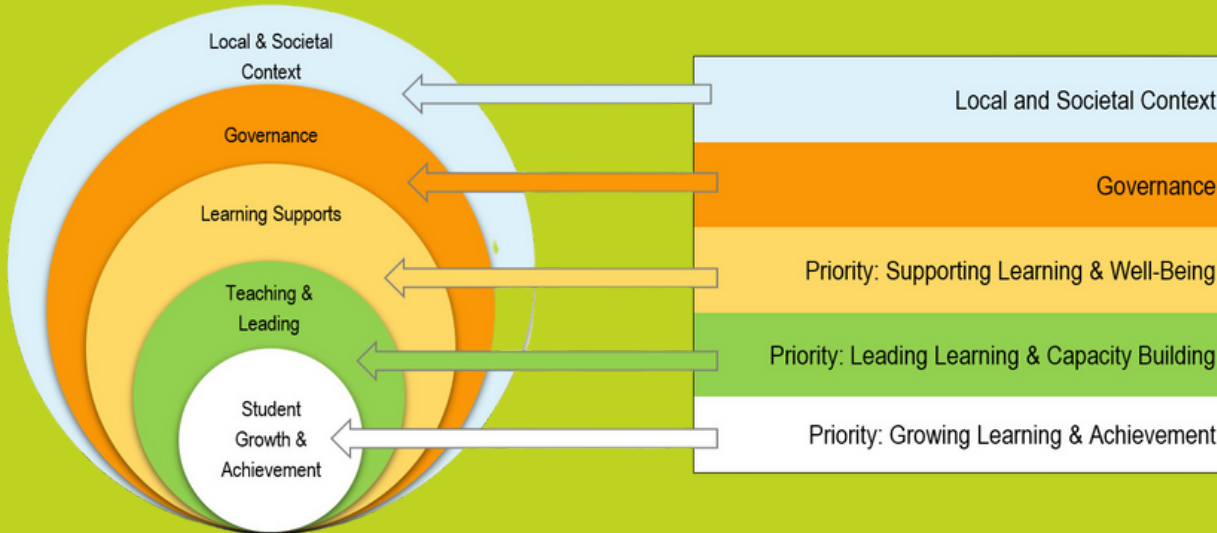
This is the second year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities:

- Growing Learning & Achievement
- Leading Learning & Capacity Building
- Supporting Learning & Well-Being.

The three priorities are identified in each of the provincial Assurance Domains.

Alignment of Board Priorities with Provincial Domains in Annual Assurance Plan



SCHOOL CONTEXT

Our school has 350 students enrolled and is located on the south side of Lethbridge. We are the newest school in our city, with approximately 340 students.

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.

DOMAIN 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
- High School Completion

Goal	Strategies	Resources	Measures
Reflect upon and adjust literacy and numeracy practices to ensure student proficiency & achievement	<ul style="list-style-type: none"> • Elicit feedback from teachers in relation to areas that require further learning or refinement. • Based on feedback, create PL opportunities where focus areas can be targeted – ex. Assessment as learning, Book Clubs • Literacy and numeracy reps 	<ul style="list-style-type: none"> • F&P Classroom Resources • Book Clubs • MathUp Online PL videos • Building Fact Fluency • Math Workshop • Shanahan Reading Instruction Model 	<ul style="list-style-type: none"> • Teacher feedback at end of school year • Observation of refinement in practice • Growth in learning as indicated by F&P, AB Ed LENS & CC, & MIPI data • Survey from PL committee
Integrate design-based learning that contributes to innovation & competency development	<ul style="list-style-type: none"> • Explore design thinking process (define, empathize, ideate, prototype, test) • Utilize the Learning Commons & Makerspace to engage in the design process • Visuals of design-thinking in Makerspace • Visuals of competencies in Makerspace 	<ul style="list-style-type: none"> • Design Thinking in the Classroom (Lee) • Design Thinking for School Leaders (Gallagher) • Science curriculum • Microsoft MakeCode (Microbits, Minecraft, Adafruit, Tinkercad) 	<ul style="list-style-type: none"> • Observation of design-thinking taking place • Growth in competencies as outlined in Alberta Education which include collaboration, critical thinking, creativity, and communication
Increase land-based learning opportunities that connect to Indigenous Ways of Knowing & advance Truth and Reconciliation	<ul style="list-style-type: none"> • Helen Schuler connection & gr. 5 leadership opportunities • Field trips to natural areas in and surrounding Lethbridge • Increased utilization of outdoor classroom • Indigenous announcements with Melanie & curriculum connections to land-based learning • Truth and Reconciliation – Elder Sheldon Day Chief as speaker • Grade 3 Outdoor Learning Inquiry Plan 	<ul style="list-style-type: none"> • Melanie Morrow & Joel Tailfeathers • Elder Sheldon Day Chief • Indigenous map of Canada • Learning & Teaching Together: Weaving Indigenous Ways of Knowing into Education (Tanaka) • Niitsitapi Landscape Art Exhibit 	<ul style="list-style-type: none"> • Observation of increase in land-based learning opportunities • Student reflections on Truth and Reconciliation

Indigenous Map of Canada - May 2023



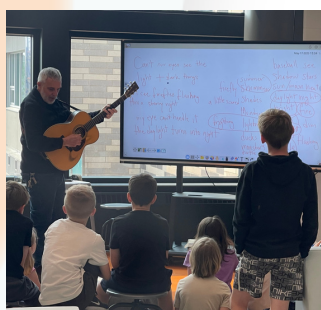
DOMAIN OUTCOMES:

- 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 prepare 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
Explore interdisciplinary learning experiences that connect with the world & student interests	<ul style="list-style-type: none"> • Gini Newman PL & follow through during school-based PL (time to plan) • Farm to table initiative - connect plants, growth to food prep 	<ul style="list-style-type: none"> • Garfield Gini-Newman • Laura Gini-Newman • Creating Thinking Classrooms • Nutrition grant 	<ul style="list-style-type: none"> • Teacher planning incorporates interdisciplinary opportunities • Farm to Table survey • Observable increase in student engagement & interest
Empower a learning focused culture through ongoing and effective professional learning	<ul style="list-style-type: none"> • Embedded collaborative time – 45 min/week • Focused & intentional site-based PL • Teaching & learning section on staff meeting agenda • Generative dialogue – beginning year initial dialogue & ongoing during collaborative time 	<ul style="list-style-type: none"> • Inquiry Plans • Revisiting Professional Learning Communities at Work (DuFour & DuFour) 	<ul style="list-style-type: none"> • Observable focused, learning centered collaboration • Evidence provided that demonstrates growth and improvement in relation to inquiry plans
Invest in data-based conversations that inform teachers about student needs and areas of growth	<ul style="list-style-type: none"> • F&P, MIPI data analysis during staff meetings – fall & spring • Grade level data conversations during collaborative time, fall, winter & spring. Conversations inform classroom guided reading/math groups & intervention groups • Assessment day October PL – how data informs goal setting 	<ul style="list-style-type: none"> • Michaela Demers / Adam Palmer • Jodie Babki 	<ul style="list-style-type: none"> • Guided literacy & numeracy informed by data • Improvements in student learning based on groupings and interventions – post F&P, MIPI data
Foster relationships with parents & guardians to enhance partnerships and engagement within the school	<ul style="list-style-type: none"> • School Council meetings • Effective communication – website, Facebook, school messenger, • Learning Team Meetings • Volunteer opportunities • Invitational environment (school events, daily encounters with school) 	<ul style="list-style-type: none"> • ASCA • School Council • Parent information evening sessions • APORI and Our School Survey tools 	<ul style="list-style-type: none"> • School Council parent feedback • APORI results • Our School survey • Parent survey (whole school)



DOMAIN 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 and services

Goal	Strategies	Resources	Measures
Value, respect and embrace diversity and inclusion	<ul style="list-style-type: none"> • Welcoming foyer • Language of Identity • Canada – representative of various cultures & languages • Sign language learning • Share literature reflective of students within the community • Bridge out of school & in school identities 	<ul style="list-style-type: none"> • Melanie Morrow • Sheldon Day Chief • Joel Tailfeathers • Shuang Wu (parent) • Culturally Responsive Education in the Classroom (Stembridge) • Brilliant Teaching: Using Culture and Artful Thinking to Close Equity Gaps (Stembridge) 	<ul style="list-style-type: none"> • Our School Survey • Assurance Survey
Encourage and enable healthy & active living	<ul style="list-style-type: none"> • Intentional structure of school day • 45-minute blocks of PE/wellness 4/week • Nutrition Breaks – 20 min eating/20 min outside • 10 min. social/emotional learning opportunities each day prior to nutrition breaks • 45 min blocks of Fine Arts 2/week • Language around wellness (ex. Wellness block instead of PE) 	<ul style="list-style-type: none"> • Wellness curriculum • Second Step • CARE Team • Farm to Table Initiative 	<ul style="list-style-type: none"> • Our School Survey • Observable impact on student wellness
Support a shared understanding of inclusion and effective responses to student needs	<ul style="list-style-type: none"> • Development of response to instruction & intervention models (Literacy, Numeracy, SEL) 	<ul style="list-style-type: none"> • Continuum of Literacy Learning (Fountas & Pinnell) • Math Workshop (Lempp) • Zones of Regulation • Social Thinking resources • Executive Skills in Children and Adolescents (Dawson & Guare) 	<ul style="list-style-type: none"> • Staff feedback • Collab time discussion & reflection and staff meetings • Observable individual growth in literacy and numeracy
Integrate technology as a transformational tool for communication, learning and creating while maintaining digital wellness	<ul style="list-style-type: none"> • Proactive and intentional learning around digital wellness and safety • Teacher technology group begins to focus on outlining intentional use of technology at all grade levels • I-Pads for speech-text, text-speech • TOA classroom speaker systems • Learning tools accessible in classrooms & Makerspace – I-pads, laptops and virtual reality headsets 	<ul style="list-style-type: none"> • I-Pads • Virtual Reality headsets • Podcasting equipment • Studio production tools (green screen, etc.) • Digital wellness team – Cason Machacek, Sydnie Erlandson 	<ul style="list-style-type: none"> • Observable use and integration into lessons • Examine data from booking system for usage • Parent and student feedback on digital wellness

SCHOOL GOAL OR INQUIRY:

In what ways can school staff use existing resources and strategies in literacy and numeracy to support a new and changing curriculum across all grades?

Strategies	Timeline	Indicators of Success
Professional Learning committee will guide and co-plan, with leadership, the focus of PL days based on teacher needs	Collect data by end of September	School and division-based PL days will be guided by teacher need and areas of growth and learning identified in survey.
Professional learning opportunities on new curriculum offered to staff	End of September and on-going	Staff to share collective knowledge and learning around new curriculum and how current resources support content areas.
Leadership residency with lead teachers and division leaders to support instructional leadership	Ongoing	Greater capacity with school-based leadership to support teacher growth with new curriculum and best practices in literacy and numeracy.
Review and redevelopment of literacy and numeracy plans to reflect direction of staff PL and new curriculum goals	Ongoing	Staff are able to identify areas of the literacy and numeracy plans where we are established or leading, and areas where we are exploring (requiring growth) based on the strategies in the plans.

SCHOOL RESERVES

Total estimated reserves available for use in 2023-24: \$39,600

Planned Use of Reserves

1. New KG classroom setup	\$1875.00
2. New Grade 2 classroom setup	\$850.00
3. Additional furniture	\$3300.00
4.	

SCHOOL GENERATED FUNDS

Fund balance estimate for the 2023-24 school year: \$