

Dr. Plaxton Elementary School



www.drp.lethsd.ab.ca

2024/2025 Assurance Plan

School Vision Statement

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

Division Mission Statement

Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- Learning, Well-Being, Respect, Inclusion and Leadership



SCHOOL CONTEXT

Dr. Robert Plaxton is a K-5 elementary school with 350 students enrolled and is located on the south side of Lethbridge on the traditional territory of the Blackfoot people. Our school has a staff of about 35 dedicated individuals who are administrative assistants, student support workers, educational assistants, custodial staff, and teachers.

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.

School Highlights:

We believe that our school has an exceptional culture of collaboration, cohesiveness and innovation. Our staff have grounded their practice in cultures of thinking and a passion for learning. Staff have intentionally implemented meaningful experiences for student learning, created engaging environments and modelled common language conducive to cultures of thinking.

Our school's innovative and bright spaces include our Learning Commons and Makerspace. These two spaces, coordinated with our Learning Commons Facilitator, school leadership and the Learning Commons committee, extends classroom experiences to build, create, tinker, share and discover with a variety of tools and manipulatives. The opportunities in this "learning hub" are connected to mentor texts and meaningful literacy connections that grounds the learning in foundational skills.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

What *strategies* will we *implement* to progress toward achieving this outcome?

Literacy intervention groups – primarily focused on Division I support for students who are identified by classroom teaches as needing additional literacy support.

Exploration of numeracy intervention – collaborate with Lead Numeracy Teacher to explore structures and strategies to build capacity in supporting push-in numeracy intervention.

Resources to support instruction – continue to support teaching staff with time to explore, implement and review resources connected to new curriculum.

Fine arts – provide opportunities for students to explore fine arts beyond music and spaces to critically think in the areas of art, music, and drama.

Collaborative time for teachers – providing built-in collaborative time during the school day for teaching teams to meet to plan inquiry-based learning opportunities.

Intentional structures for literacy and numeracy – scheduling 90-minute literacy blocks for all grades that is focused and interruption-free

Learning commons and makerspace - extends classroom experiences to build, create, tinker, share and discover with a variety of tools and manipulatives connected to content areas.

Teacher inquiry and generative dialogue – investing resources and connecting with teachers to share inquiry goals and projects related to school and division goals that focus on the processes of learning.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

School leadership will develop a long-range plan using generative dialogue to support building teacher capacity around the processes of learning. Through the intentional planning of this timeline, we aim to create a roadmap that supports teachers in the generative dialogue process, framed within the school and division goals around student growth and achievement. The goal will be to intentionally plan conversations and scheduled dates that clearly articulate with staff the structure, intentions and goals for the meetings and for the year. The focus of conversations will provide the teacher and school leadership with specific and targeted goals around student growth and achievement. Goals created and discussed will also allow for more purposeful classroom visits and conversations with school leadership, and hopefully increase teacher engagement as they follow lines of personal and professional inquiry and curiosity.

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*? (select only one)

- Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

What *strategies* will we *implement* to progress toward achieving this outcome?

Staff collaboration and planning – committee formation to address challenges and opportunities to engage parents in meaningful ways in student assessment, growth and achievement.

Data collection – staff and parent surveys to collect information on progress reporting, teacher/parent connections and communication, and the related structures (i.e. interviews, celebration of learning).

Communication with families – providing more information to families around new opportunities for parent and family engagement.

Parent engagement – collaborating with families through multiple formats and opportunities throughout the year that bring parents into the conversation on assessment, growth and achievement.

Common language – shifting language in the learning community to focus on assessment, growth, goal setting, and celebrating learning throughout the year with purpose and intentionality.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

The process of reviewing our current structures to engage parents and families led our staff to develop and plan a new structure in parent communication that we believe will be more valuable to parents and families. We will be scheduling “Hive Nights” three times per year and will invite families into the school where students will have the chance to demonstrate or discuss their goals and progress to that point. Teachers will review goals set by students and parents and work with students and parents to continuously review, refine and evaluate the goal progress. Our school will have spaces open to engage with community members that can support learning and family development.



Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*? (select only one)

- To foster learning environments that enable each student to achieve learning success.

What *strategies* will we *implement* to progress toward achieving this outcome?

Professional learning for staff – focus on purposeful learning for all staff that supports and reflects the commitment to creating optimal learning experiences for all students.

Identify strategies on pyramid of intervention – dialogue and conversation with all staff on the universal, targeted, and individual supports in place to support all learners and developing pyramids of intervention to formalize the processes and structures in our school.

Promoting a strong culture of inclusion – continued development and growth of a culture where all students are supported by all adults in their growth and achievement using the cultures of thinking as a framework.

Strength-based approach to student programming – following a philosophy of education that is rooted in individual student strengths, staff will develop and implement plans, scaffolds and strategies that affirm that every student can learn and experience success.

Communication with Parents – improve the communications between school and families around the important role that parents play in the success of their children and support meaningful and international opportunities for parents to connect with teachers.

Data use and review – examine the results from school and provincial data measures around learning and students supports to inform next steps and pathways to reaching our desired outcome.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

The development of a system of supports requires that all school staff have the same understanding, clarity and goals to supporting all learners. To move forward on the development of such a model, our goal will be to develop purposeful learning experiences for teachers and support staff that engages us all in conversation, dialogue, and reflection about the optimal learning experiences and opportunities for all our students. The importance of cultural forces of thinking classrooms will be emphasized in the professional learning with staff. Common language, how we are modelling expectations for student success, and the opportunities we create as vehicles for learning will strengthen the belief of each student achieving learning success.

School Domain

This is your opportunity to share any goals or priorities you might have for your school?

What is our *desired outcome*?

- Explore and identify the current practices and processes in place around student assessment to inform next steps in professional learning and planning.

What *strategies* will we *implement* to progress toward achieving this outcome?

Collaborative team time conversations – discuss current practices in assessment for, as and of learning in all grade levels.

Reflective review of current practices – use observations as school leadership to examine the visible assessment practices implemented routinely in classrooms.

Examine current research and practice – school leadership will work with other school leaders and division leaders to identify resources that could support with the journey of student assessment that are grounded in research-based current practices and pedagogy.

Aligning with division priorities and initiatives – bring school and division priorities and initiatives together cohesively and intentionally.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

As part of the journey to support teachers and students in the implementation of new curriculum, a focused and purposeful conversation around assessment and reporting of student achievement would follow. As a new school, it is important to first assess the current practices and strategies that teachers are commonly using to inform instruction based and how teachers are using student assessment as, for and of learning. School leadership aims to examine the existing practices in the school through conversations, generative dialogue, observation, and the support of sourced texts. The focus is to collect information and data that will inform future decisions and directions around the professional learning in assessment and reporting.