

Ecole Agnes Davidson School



2020/21 Three Year Education Plan

and

2019/20 Results Report

Vision Statement

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

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



Lethbridge
SCHOOL DIVISION

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Lethbridge
SCHOOL DIVISION

Lethbridge School Division Priority: Achievement

OUTCOMES:

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- First Nations, Metis and Inuit student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

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.

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), grade level assessments, performance tasks, MIPI, Running Records).
- Use of Best Practices in the classroom with resources such as the Lucy Calkins program, Mathology programs, Leveled Literacy Interventions, and GB+ guided reading.
- Develop a literacy and numeracy plans based on grade level objectives along with school wide objectives. These plans will include timeline, strategies and resources required.
- Through a collaborative approach, use the school inverted pyramid of intervention to respond to students' learning needs focusing on the universal teaching strategies and best practices.
- Use of the Learning Commons with active learning resources to enhance literacy and numeracy by using a variety of print and digital materials in a multidisciplinary subjects including science, technology, engineering, and math or STEM activities.
- Provide in-services hosted by Leslie Masuk facilitating the use of STEM resources in center format.
- Develop competencies which include; critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, personal growth and well-being, French language skills in literacy and numeracy.
- Use collaborative dialogue to lead teachers through discussions around best practices.
- Provide opportunities for teaching staff to engage in peer/peer observation for professional learning.
- Collaborate with our school psychologist in guiding the staff for strategies, Mondays with Melissa.
- Develop student digital citizenship.
- Use of the Bev Smith and team literacy continuum document.
- Use of Jen Giles with in-services to support numeracy.
- Balancing the use of approved resources in conjunction with non-approved resources to create a robust program.

- Support uninterrupted Literacy blocks (if a student is pulled for LLI it's not during the literacy block)
- Commit to consistent formative assessments in literacy and numeracy
- Setting reading goals with students
- Dedicate time to meet on a weekly basis.

Strategies:

Professional Learning:

- Remain current with any curriculum changes and 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.
- Share the inverted three-tiered pyramid of intervention model as the structure for our conversations concerning students.
- Promote teachers and teams in creative approaches to enhance instruction and professional learning.
- Embrace division 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.
- Develop mentorship pairings.
- Focus on the inquiry process.
- Incorporate Teams and digital resources to enhance student learning.
- Exploring *My Blueprint* as a digital portfolio of student learning.

Teacher Quality Standards

- Use Teacher Quality Standards as the driving force around our conversations (students, planning, staff meetings, assessment, etc.)
- Ensure that teachers' growth plan aligns with the TQS.
- Infuse the TQS language in our school professional learning days, staff meetings, and professional conversations with teachers.

PROVINCIAL GOALS

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Lethbridge School Division 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

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

Strategies:

- Host school assemblies (virtual) where students from grade level teams lead the assembly and share their GRATITUDE.
- Infuse gratitude in school community through announcements and student note cards
- 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 (as per Covid guidelines)
- Involve the majority of our staff in a variety of committees in order to build leadership.
- Present *Oh Canada* in multiple formats; English, French, Blackfoot, and American Sign Language.
- Acknowledge the Blackfoot territory during the morning announcements and in large group gatherings (either in person or in a virtual format).
- Include Indigenous "Did you know" information during morning announcements.
- Continue to grow the Indigenous literature to the Learning Commons in both French and in English.
- Create leadership opportunities for students in specialized programs (bowling program, swimming, recycling, odd jobs, cooking program, lunch leaders, LOTG couriers, literacy leaders, school photographer) as Covid restrictions permit.
- Focus on student clubs and opportunities for students, including RAK (Random Acts of Kindness) team as Covid restrictions permit
- Focus on professional learning of self-regulation and mindfulness, yoga and stretching within the classroom, self regulation boxes in the classrooms, desk bicycles, social emotional well-being with counselling.
- Maintain a 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, etc. within Covid restrictions and perhaps in a virtual manner.
- Promote inclusive practices meeting students where they are at.
- Partnership with division resources to build capacity regarding inclusion (behaviour support team, school psychologist, Indigenous lead teacher, etc.).
- Promote gratitude journals with gratitude assemblies (as Covid restrictions permit—virtually for the time being).
- Host French Carnival in February and Francophonie days, as Covid restrictions permit.
- Highlight Indigenous opportunities such as Rock your Mocs, Orange Shirt Day, District Pow-Wow.
- Promote Pink Shirt Day, Orange Shirt Day, Green Shirt Day to focus on individual differences and the support of others in our community
- Promote Feed the Bug as a way of giving service to others in our community.
- Taking the classroom to the student via technology when the student is unable to join the classroom.

- Display of a variety of “welcome” as you enter the building
- Recognition of the original Blackfoot Territory each morning during the announcements.
- Ensuring students are left with their peers working through their own level of the curriculum, not pulled out.
- Science and culture fair where students of varying interests and abilities can shine.
- Learning centers with universal supports.
- Focus on student conferencing to continually learn the needs of the student.
- Sharing of the Sign Language Phrase of the week to build capacity in the school.
- Consistently greeting students, as they arrive in the morning, walking down the halls, etc.
- Use of an empathetic approach with all students—not just the students we assume come from trauma.
- Highlighting all students and their contribution to our school environment by sending note cards home.
- Focus on connections first.

Lethbridge School Division Priority: Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

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:

- Integrate the general and specific learning outcomes of the program of studies for technology in the core areas across all grade levels and the development of digital citizenship best practices.
- Increase the use of technology as a means to differentiate instruction (I-pads, laptops, assistive technology, interactive whiteboards, document reader, Teams).
- Explore other resources to support the integration of technology in our instructional practices (Alberta Education web site, Studyladder, Raz-Kids, Mathletics, NetMath, Xtramath, flipped classroom website, Prodigy, My Blueprint).
- Engage students in innovative student learning by using technologies (Flip Classroom).
- Using the at-home teachers and our in-school tech. leads as experts to develop teacher capacity with our teachers.
- Use of Class Dojo or My Bluepring as a communication tool with parents.
- 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. Although the physical space is limited at this time, the resources and activities of the space can be used within individual classrooms.
- Provide opportunities and support for staff to promote risk taking and innovative teaching practices.
- Increase the use of Teams platform to facilitate learning and communication.
- Take advantage of the professional learning and resources provided by the division tech department to increase comfort level of usage of division platforms.
- Preparing staff and students to pivot between the three scenarios seamlessly in response to Covid.
- Developing Aggie's Lounge with boardgames and a variety of STEM resources.
- Moving the STEM activities from the Learning Commons into the classroom by having by having our Learning Commons facilitator promote and highlight these resources in the classrooms.

School Priority: High Quality French

Outcomes:

Continue to improve and maintain a high quality French Immersion program for all learners 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 (OLEP pending)
- Incorporate French Day (cross school activities), Carnival, Francophonie Day (across divisions and/or across school districts), etc.
- Facilitate student mentorship.
- 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.
- Review access points and level of proficiency in the French Immersion program.
- Work in collaborative teams across programs.
- 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 reading interventions for French Immersion Grade 1.
- Mathology for the French Immersion classrooms.
- Development and implementation of Lucy Calkins in the French Immersion program.
- High use of French 4/5 book clubs across a variety of classes.
- Hiring of teachers and staff with high language skills.