

# École Agnes Davidson



## 2021/22 Assurance Plan

### 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



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# ASSURANCE PLANNING

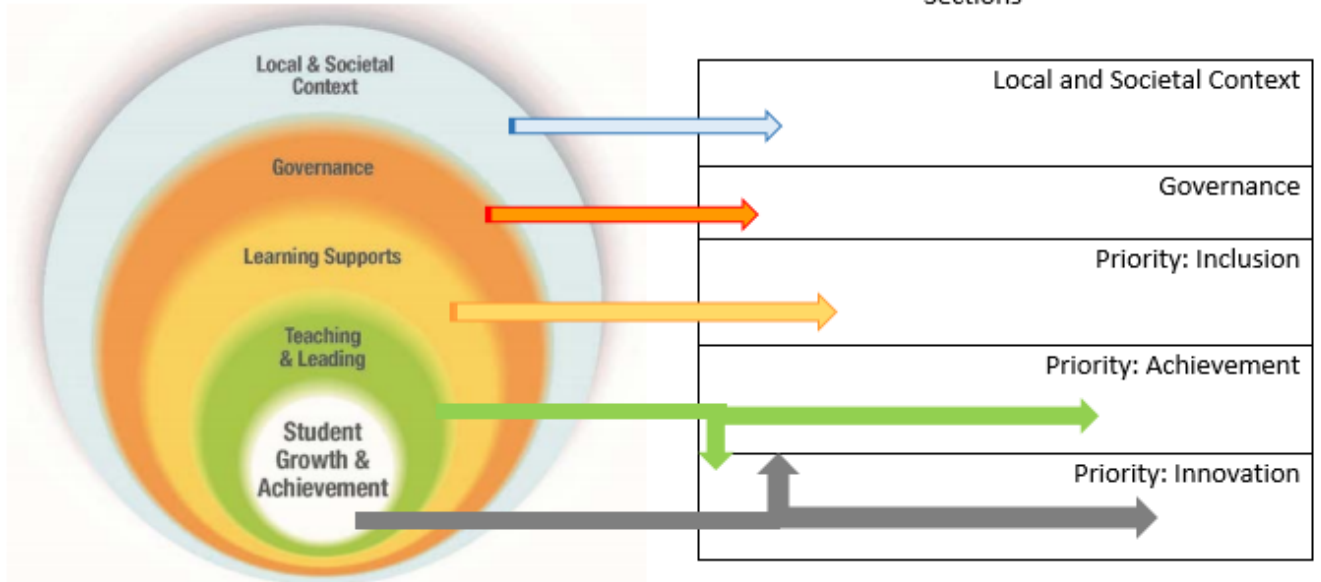
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

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

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

École Agnes Davidson is starting its first year as a French Immersion Single Track School after being a French Immersion Dual Track school for a number of years. École Agnes Davidson has a population of about 550 students ranging from Kindergarten up to Grade 5. The school was built in 1962 and serves students enrolled in the French Immersion program from across Lethbridge. French Immersion is intended to be an inclusive program of choice for students with varying physical and cognitive abilities. French Immersion can also be an option for English Language Learners who may be interested in learning a third language. Students must begin the program in Kindergarten or Grade 1 and generally do not enter the program partway through the elementary years. École Agnes Davidson is a feeder school to Gilbert Paterson where students can continue their French Immersion experiences through middle school and then up to High School at LCI. Students entering French Immersion do not need to have any prior experience in French nor have a French speaking parent in the home. École Agnes Davidson is committed to creating a French milieu within the city of Lethbridge where students can flourish and experience the French language and culture while developing skills to be critical thinkers contributing members of society.

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

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

## Domain: Student Growth and Achievement

### 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.

## 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

Goal	Study/Resources	Strategies	Measures
Measure student achievement in literacy and numeracy through the use of formative and summative assessments to inform teaching practices.	GB+ and F&P LLI MIPI Math Fact Fluency Foundational Skills Assessment Division lead teachers	Running Records Common Grade level assessments Inverted pyramid of intervention Focused numeracy and literacy blocks in the timetable Invite experts for PL opportunities	Conversations are centered around the pyramid of intervention Focused collaborative days Improved success on benchmark assessments Teacher reflection, observation and response to instruction
Teachers will use Best Practices in the classroom to support student learning.	Lucy Calkins Mathology LLI GB+ guided reading F&P guided reading Collegial peers Learning Support Teacher Learning Commons Facilitator School lead teachers (tech, Indigenous education, math, literacy, FIM) Administration	Literacy Plans Numeracy Plans Peer / peer observations Connections with literacy and numeracy lead teachers Strategic grade level groupings Classroom observations Purposeful follow-up conversations Generative Dialogue Thinking Routines during Professional Learning opportunities with Admin.	Students are engaged in a variety of learning opportunities showing growth and development of skills Teachers response to instruction
Teachers will use the Learning Commons and engage in active learning resources to enhance literacy and numeracy	Various print resources Various digital platforms Various manipulatives Increase in STEM resources in the Learning Commons Access to Indigenous content Access to quality and French Immersion resources Learning Commons Facilitator	Collaborative use of personnel and materials. Focus on hands on / manipulative learning opportunities for a deeper understanding of content Use of Learning Commons as a concept and not a space	Students engage in a variety of materials to facilitate their learning Learning Commons timetable is robust

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Goal	Study/Resources	Strategies	Measures
Authentic use of technology to promote learning and access to the curriculum for students with varying needs	Learning Commons School Tech team Classroom teachers	Students have access to a variety of technology to support their learning.	All students can access the curriculum Students are confident and comfortable using a variety of technological resources to enhance their learning.



**DIVISION PRIORITIES**

**Inclusion**

**PROVINCIAL GOALS**

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

**Domain: Learning Supports**

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 and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

**Performance Measures**

- Provincial Assurance Survey measure of safe and caring schools.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	• Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning	Shelley Moore LST Teacher Counsellor School based Indigenous lead committee Melanie Morrow John ChiefCalf Stepping Stones Series from AB Education	LST—support within classrooms and provide information to teachers and support staff Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers School committee sharing ways of knowing and being (move away from isolated events and a move towards a culture)	Regulated & focused classrooms Common language amongst staff and students Increase staff comfort level and ownership with competency #5 Reduced student referrals to the office for behaviour management
Promote a culture of gratitude within the school community	Admin.	Gratitude slips over virtual morning announcements Greeting students as they enter the building and walk through the halls	Gratitude slips
Students at Agnes Davidson will show leadership skills	Teachers Community members	Students in the classroom will be given leadership job opportunities Science and Heritage Fair Student participation in virtual morning announcements Div. II students supporting Kindergarten students	Students take pride in the school and their surroundings
Oh Canada will be presented in multiple formats, English, French, Blackfoot.	Music Teacher Administration	Morning announcements with a variety of Oh Canada supporting our divers population.	Recordings of various Oh Canada versions
Being responsive to the Call to Action as it relates to our collective responsibility to Truth and Reconciliation	John ChiefCalf FNMI lead teachers Division resources for support in Truth and Reconciliation Acknowledgement of the Blackfoot territory	During each morning announcement and the start of each meeting. Growth of Indigenous resources in the Learning Commons. Morning announcements from Melanie Morrow—once a week.	Students develop a greater appreciation of our ownership and accountability towards Truth and Reconciliation

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Goal	• Study/Resources	Strategies	Measures
Staff focus on building a French Immersion inclusive environment	Classroom Teachers Behaviour Support Team Ann Muldoon / Rebecca Adamson LST School Psychologist	Professional Learning on self-regulation and mindfulness Promote inclusive practices in meeting students where they are at with conversations centered around providing access points to the curriculum Push-in supports and not pull-out supports	Students access French opportunities outside of their classroom giving them more and diverse opportunities to learn French. Hire a diverse group of French speakers, both native and immersion graduates
Promote Students within the LGBTQ+ framework	Learning Commons facilitator Kathy Mundell Teachers and Support Staff	Being mindful of representation of material in the Learning Commons Knowing our language matters and teachers and staff act accordingly Engage in age appropriate ways to promote and support diversity	All students feel a sense of community and belonging Students see themselves represented within the school community
Promote community support	Terry Fox Foundation Anti-Bullying Foundation Local Food Banks Angel Tree Foster Child	Promoting Green Shirt Day and Pink Shirt Day Promoting Feed the BUG to support the community Supporting a Foster child in a less developed country Collection site for Angel Tree	Students will develop a greater sense of community outside of Agnes Davidson and understand the need for service to others.
School participation in the Odyssey program	Samir Gharbi	French Monitor to work with students on developing French language skills. Initial concentration in Grade 5	Students have an increased confidence in French. Students have the opportunity to engage with French from around the world.
Developing the whole child: <ul style="list-style-type: none"> <li>• Anti-racism and oppression</li> <li>• Diversity and Inclusion</li> <li>• Healthy Relationships, boundary and consent</li> <li>• Health and wellness</li> </ul>	School Counselor Kathy Mundell School Based Lead Wellness teachers Terra Leggat Megan Cummins	Creating a Wellness Committee PL focused around supporting the whole child Professional Readings shared with staff Push-in, universal school counselor approach	Reduced referrals to school counselor and the office Capacity building in universal supports

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

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

## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	Inquiry templates Teacher Quality Standards Thinking Routines Generative Dialogue	Time scheduled for collaborative groups Time designated during staff meetings to share professional learning Focused questions from administration around inquiry Moving from disseminating knowledge to a culture of curiosity Common language: <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Opportunities</li> <li>• Time</li> <li>• Language</li> </ul>	Staff engagement  Observable growth in instructional practice  Move towards a mindset of renovation for sustainable improvement. <ul style="list-style-type: none"> <li>• Affirm</li> <li>• Refine</li> <li>• Aspire</li> </ul>
School professional learning plan will center on the development of: <ul style="list-style-type: none"> <li>• French Milieu</li> <li>• Inclusion</li> <li>• Innovation</li> <li>• Achievement</li> <li>• Wellness</li> </ul>	Creating Cultures of Thinking Creating Thinking Classrooms The Discipline Fix (Shanker) Lost and Found (Greene) Lost at School (Greene) French Consultant from the division (Leslie Doell) ACPI ACFA Teacher Mentors	PL during staff meetings Engaging with local community supports Implementation of approved division programs through the French Immersion lens Communication Dragon Engaging in both division, school and teacher directed mentorship opportunities Development of a Games Commons Nutrition Grant Recipients	Teacher observations and anecdotal notes MIPI data GB+ data Boost program data Tell the From me Surveys Apori Data
Teachers explore My Blueprint as a means of creating a digital portfolio	School Tech. representatives My Blueprint supports Teacher early adopters	Teachers will be given opportunities to explore My Blueprint as set up by the division	Increased number of teachers who use this resource. Increased dialogue on how to engage with the tool

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## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Promoting a Thinking School	Creating Cultures of Thinking Creating Thinking Classrooms Symposium Notes Division Lead Teachers	Thinking Thursdays Thinking routines in PL Whole School Thinking Routine in announcements Intentional language (learning vs working) Modelling Renovation Mindset	Time is given to what's important Intentional Language Clear expectations Opportunities extends the learning beyond the event or activity



## School Goal or Inquiry

To what extent does the creation of a French Milieu support the acquisition of the French language, culture, and confidence in students in a French Immersion setting.

**Possible Resources:** Odyssey Program, French Language Consultant, French Learning Commons Facilitator, French Administration, Staffing both native speakers and French Immersion graduates.

Strategies	Timeline	Indicators of Success
Hiring of staff with strong French proficiency	Ongoing	Staff are confident in a French Immersion setting  Evidence of oral and written proficiency in both French and English
Participating in the Odyssey Program	2021-2022 School Year	Students have increased opportunities to engage in the French language
Morning announcements in French	Ongoing	Students engage in French opportunities outside of their regular instructional time.
Students are supported in French in the Learning Commons	Ongoing	Student's engage with various staff members in French in different situations.
Opportunities for cultural events	Ongoing	Appreciation of the French culture.
<ul style="list-style-type: none"><li>• Caban a sucre / Carnaval</li><li>• Malicounda Drumming</li><li>• Connections to Métis</li></ul>		Appreciation that French is spoken throughout the world