Galbraith Elementary School

2021/22 Assurance Plan

Vision Statement

Empowering learners to succeed as caring, responsible and contributing global citizens.

Mission Statement

Galbraith Elementary School is an inclusive learning community that develops engaged, ethical and innovative learners.

gal.lethsd.ab.ca

Galbraith Elementary

@GalbraithLeth

Lethbridge
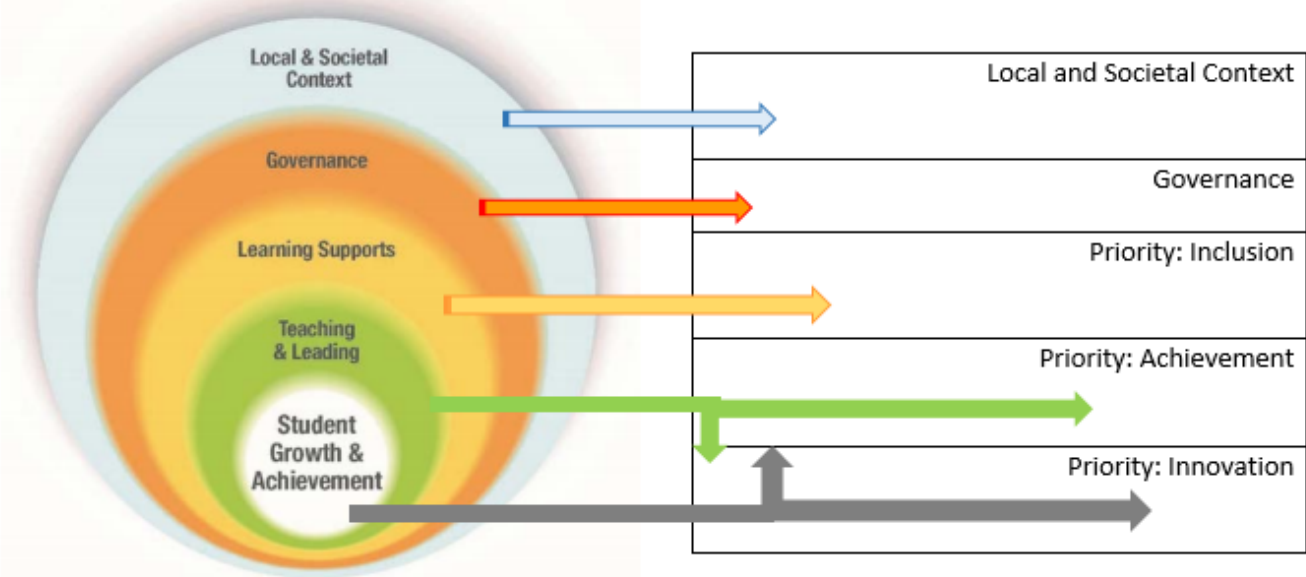**SCHOOL DIVISION**

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

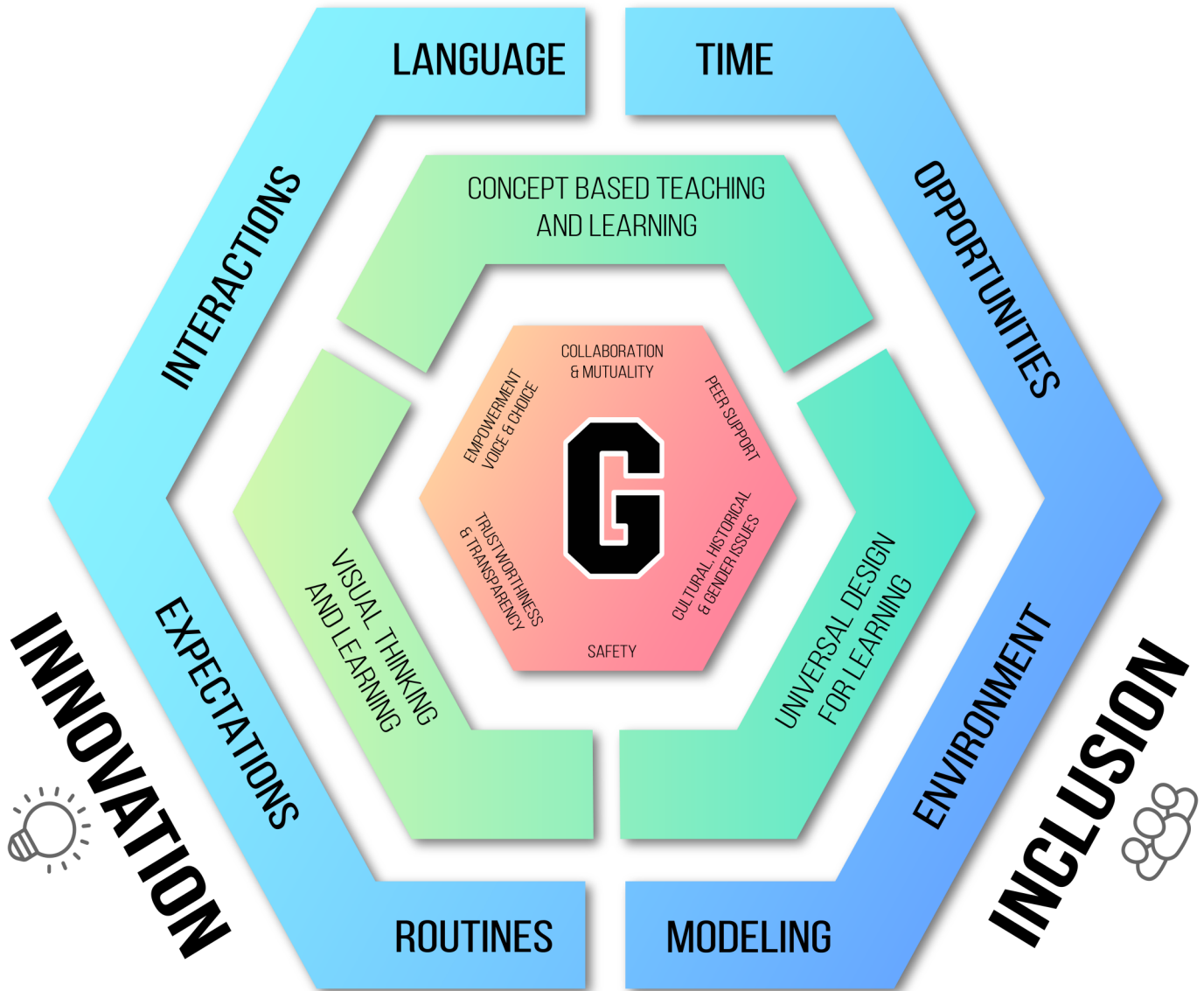Lethbridge School Division Assurance Plan Sections

SCHOOL CONTEXT

Galbraith Elementary School was one of the first schools in Lethbridge School Division, built in 1913. It is the oldest operating school in our city. This historical school is located in North Lethbridge and has traditionally served the mining and labor communities that surround it. Approximately 350 students from Early Education to Grade 5 attend our school. Historically, Galbraith has served the mining and labor communities and has always welcomed children from all over the world. The students at Galbraith represent a wide range of socioeconomic backgrounds and diverse cultures. The members of staff are committed to the students and the parent community is supportive of the school.

Galbraith Elementary's framework (see next page) outlines our school goals and the ways we work towards meeting them. Galbraith is a trauma-informed learning environment, with a common understanding that kids do well if they can.

ACHIEVEMENT

LANGUAGE
TIME

INTERACTIONS

OPPORTUNITIES

CONCEPT BASED TEACHING AND LEARNING

COLLABORATION & MUTUALITY

EMPOWERMENT VOICE & CHOICE

PEER SUPPORT

G

EXPECTATIONS

VISUAL THINKING AND LEARNING

TRUSTWORTHINESS & TRANSPARENCY

CULTURAL, HISTORICAL & GENDER ISSUES

UNIVERSAL DESIGN FOR LEARNING

SAFETY

ENVIRONMENT

INNOVATION

INCLUSION

ROUTINES
MODELING

Galbraith School Goals:

- *Students will demonstrate improved literacy and numeracy through support of diverse learning and social needs*

- *Students will demonstrate innovative, creative and critical thinking skills in their learning and will be ethical and engaged learners.*

- *To create a safe and inclusive school environment through collaboration, health and wellness initiatives, and supports for diverse learning and social needs.*

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
Students demonstrate improved literacy supported by a responsive and challenging environment.	• Levelled Literacy Intervention • Writing Units of Study • Fountas & Pinnell benchmark assessments • Inclusive classroom libraries • Guided reading / book clubs • "Cultures of Thinking" by Ron Ritchhart • "Tools for Conceptual Understanding" by Julie Stern • Phonemic awareness intervention	• LST—modelling and collaboration with teachers • SLP— supporting teachers with language development • Word work • Workshop model for reading and writing • School-wide cross-curricular concept-based planning • Continuation of staff understanding of a variety of frameworks (UDL, Visible Thinking, Concept-Based Instruction) • Phonemic daily strategies • BOOST Program • Infusion of collaborative, creative and critical thinking skills in daily teaching	• Increase in students Fountas and Pinnell benchmark levels • EYE-TA assessment results focusing on increased social and cognitive skills • All About Me digital portfolios • Alberta Government Phonemic Assessments of Grade 1-3 students (attached to Literacy Intervention funding)
Students demonstrate improved numeracy supported by a responsive and challenging environment	• Building Fact Fluency from Graham Fletcher • Peter Liljedahl's "Building Thinking Classrooms" • "Cultures of Thinking" by Ron Ritchhart • "Tools for Conceptual Understanding" by Julie Stern	• School-wide cross-curricular concept-based planning • Continuation of staff understanding of a variety of frameworks (UDL, Visible Thinking, Concept-Based Instruction) • LST—modelling and collaboration with teachers • BOOST Program • Infusion of collaborative, creative and critical thinking skills in daily teaching	• EYE-TA assessment results focusing on increased social and cognitive skills • Increased numeracy skills based on yearly grade-level MIPI results • All About Me digital portfolios

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Provincial Assurance Survey measure of citizenship
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Goal	Study/Resources	Strategies	Measures
Students implement strategies that contribute to personal and community well-being.	• Trauma-informed practices • "Cultivating Genius" by Gholdy Muhammad • Zones of Regulation • Kelso's Choices	• Continue to explore creative school structures (recess schedules, "soft starts", built-in regulation breaks, etc.) that support the social-emotional well-being of students and staff. • Universal weekly wellness programming from Teacher Counsellor for all grade levels • Student leadership opportunities (e.g. recycling, Leadership Club) • Proactive positive behaviour supports • Development of outdoor classroom space connected to Indigenous Ways of Knowing	• Student observations • Discipline logs • Provincial assurance surveys

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
Building staff capacity in inclusive practices to support a positive and collaborative school culture.	• Shelley Moore • UDL / concept-based planning and instruction • Trauma-informed practices and mindsets • MIT Equity and Diversity course training • "Cultivating Genius" by Gholdy Muhammad	• Continue to develop understanding and implementation of instructional frameworks (UDL, visible thinking and learning, concept-based instruction) that support an inclusive and culturally-responsive learning environment • Continued leadership from the Equity Committee to support staff learning and capacity building • Continue to work within and refine Galbraith's System of Supports (S.O.S.) that build and support teacher strategies as a response to instruction and intervention • Continue to explore creative school structures (recess schedules, "soft starts", built-in regulation breaks, etc.) that support the social-emotional well-being of students and staff. • LST and leadership team model effective positive behaviour supports • Collaborative supports for students with SLP, OT, etc.	• Staff and student surveys throughout the school year • Provincial assurance surveys

DIVISION PRIORITIES	Domain: Learning Supports
Inclusion	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.
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 an services

Goal	• Study/Resources	Strategies	Measures
All learners receive the differentiated academic, cultural and social-emotional support they need to be successful learners and active members of the school community.	• Kelso's Choices • Zones of Regulation • Seven Sacred Teachings • Growth mindset • Inclusive classroom libraries • Collaborative services (e.g. SLP, OT, Education Centre staff) • Full time teacher counsellor to support universal and targeted supports for all students	• Continue to update classroom libraries with an equity-focused lens • Cultivating Genius book study • Weekly morning announcements with culturally diverse O Canada • Include highlights of cultural events and celebrations throughout the school year • Continue universal use of sensory tools, flexible seating, visual supports to support student success • Development of outdoor classroom space focused on Indigenous ways of knowing	• Students show a respect for and value of one another's contributions of ideas and thinking in a spirit of ongoing collaborative inquiry.
Increase engagement through opportunities for students to share their learning with the school community.	• All About Me digital assessment portfolios • School Messenger app • Facebook	• Collaboration with grade level teams to build understanding and application of digital assessment portfolios • Student to student collaboration to build understanding and use of digital portfolios • Parent engagement sessions regarding digital portfolios • Teachers using School Messenger app to engage with parents	• Usage of All About Me portfolios by students, teachers, and families • Usage of School Messenger app

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 will develop culturally responsive classrooms through a lens of equity, anti-racism and anti-oppression.	• *Culturally responsive teaching and the brain*—Zaretta Hammond • Collaborative team meetings • Equity committee • "Cultivating Genius" by Gholdy Muhammad • Indigenous education leaders and teachers • 7 Sacred Teachings of our Elders	• Recognition of important cultural events, e.g., Ramadan… • Ensuring this is a daily/encultured idea—be cognizant. • Depict diverse students in every day non-oppressive lens. • Character education will be used to create safe, caring and respectful learning environments through the 7 Sacred Teachings of our Elders • Support and build classroom libraries that reflect the experiences of people in Alberta and around the world. • Staff book study of "Cultivating Genius" by Gholdy Muhammad • Development of outdoor classroom space focused on Indigenous ways of knowing, coupled with PL to support implementation	• Qualitative: Observable change in instructional practice. • Inventory of appropriate literature/classroom resources.

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PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Performance Measures
Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff will develop and consistently implement concept-based units to support collaborative, creative and critical thinking skills.	• Embedded collaborative grade-level meetings • "Cultures of Thinking" by Ron Ritchhart • "Tools for Conceptual Understanding" by Julie Stern	• Continuing return to discussions re: CBL during staff meetings, PL days • Grade level collaborative time focused on CBL • Teachers model language of thinking that provides students with the vocabulary for describing and reflecting on their own thinking. • Provide open-ended and innovative experiences for students to be curious, creative and collaborative through various inquiry opportunities • Learning environments will include access to resources and collaborative learning spaces that encourage innovative, creative and critical thinking	• Generative dialogue • Observations in classrooms • Teacher year plans and unit plans • Increase of innovative projects developed and displayed during a variety of student showcase opportunities. • Observations of student engagement in critical thinking activities. • All About Me digital portfolios

Domain: Teaching and Leading

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Performance Measures
Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Teachers will use assessment to inform their instruction, with a focus on using a digital, student-driven portfolio for assessment purposes.	• ELL digital benchmark tracking sheets • All About Me digital portfolios • Fountas and Pinnell benchmark assessments • MIPI • Assessing Conceptual Understanding—Julie Stern • Shelley Moore	• Collaborative team meetings that look at assessments through the lens of informing instruction • Professional learning to support purposeful use of ELL digital tracking sheets • Consistent use of ELL digital tracking sheets to support instruction of English Language Learners • PL looking at All About Me digital portfolios as a way to assess growth and learning • Consistent use of All About Me digital portfolios at all grade levels	• usage of All About Me digital portfolios • ELL digital tracking sheets • Staff feedback • Generative dialogue • Feedback from school community

In what ways can a student-driven digital portfolio (All About Me) demonstrate student achievement in relation to curricular outcomes?

Possible Resources: My Blueprint/All About Me, Julie Stern/Education to Save the World, collaborative communities, partnering school, ATA Professional Learning Days

Strategies	Timeline	Indicators of Success
Focused professional learning on how to use portfolios to demonstrate student achievement (PL days, staff meetings)	August 2021-June 2022	• Generative dialogue meetings • Staff feedback
School community engagement sessions re: All About Me digital portfolios	Fall-Winter 2021	• School community feedback • At-home engagement with digital portfolios • Feedback from school council
Embedded collaborative time for grade level teams to discuss, plan, implement digital portfolios through the lens of student achievement	Oct. 2021-June 2022	• Staff feedback • Collaborative team meeting discussions • Usage of digital portfolios (student,
Teacher and admin representation in division Digital Portfolio Committee to bring forward successes and thoughts for improvement	August 2021-June 2022	• Committee member feedback

Total estimated reserves as of Aug. 31, 2021: $__110605.24_____

Planned use of reserves	
1. Planning and development of outdoor classroom focused on Indigenous Ways of Knowing	$25000
2. Ipad Evergreening (80 ipads) - will be done ASAP	$50000
3. Collaborative Professional Learning Room	$10000
4. Outdoor electronic school sign	$10000
5. Equity focused literature for the Learning Commons	$7500
6. Literacy and Numeracy Intervention Resources	$7500
Total	$ 110000

Fund balance estimate as of August 31, 2021: $ 79204

Funds are carried over for:	
Student Engagement Fund (field trips, guest speakers, plays, virtual field trips, Scientist in Schools)	8000
Family Engagement Fund (family fun nights, literacy/numeracy activity nights, school council engagement)	8000
School Community Wellness Fund (poverty interventions, hot lunches, healthy food options for activities, and special days, support for indoor and outdoor activities to get students moving)	8000
English Language Learner Resource Fund (books, teacher resources)	4000
Indigenous Learning Fund	4000
Future School Modernization Top Up Fund (furniture upgrades, etc.)	20000
Fine Arts Upgrades (instruments, sound system, etc.)	15000
Classroom resources (libraries, games, online subscriptions)	10000