Galbraith Elementary School

2022/23 Assurance Plan

School Vision Statement

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

School Mission Statement

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

gal.lethsd.ab.ca

ASSURANCE PLANNING

Assurance Planning 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 threaded through the provincial Assurance Domains.

Provincial Assurance Domains

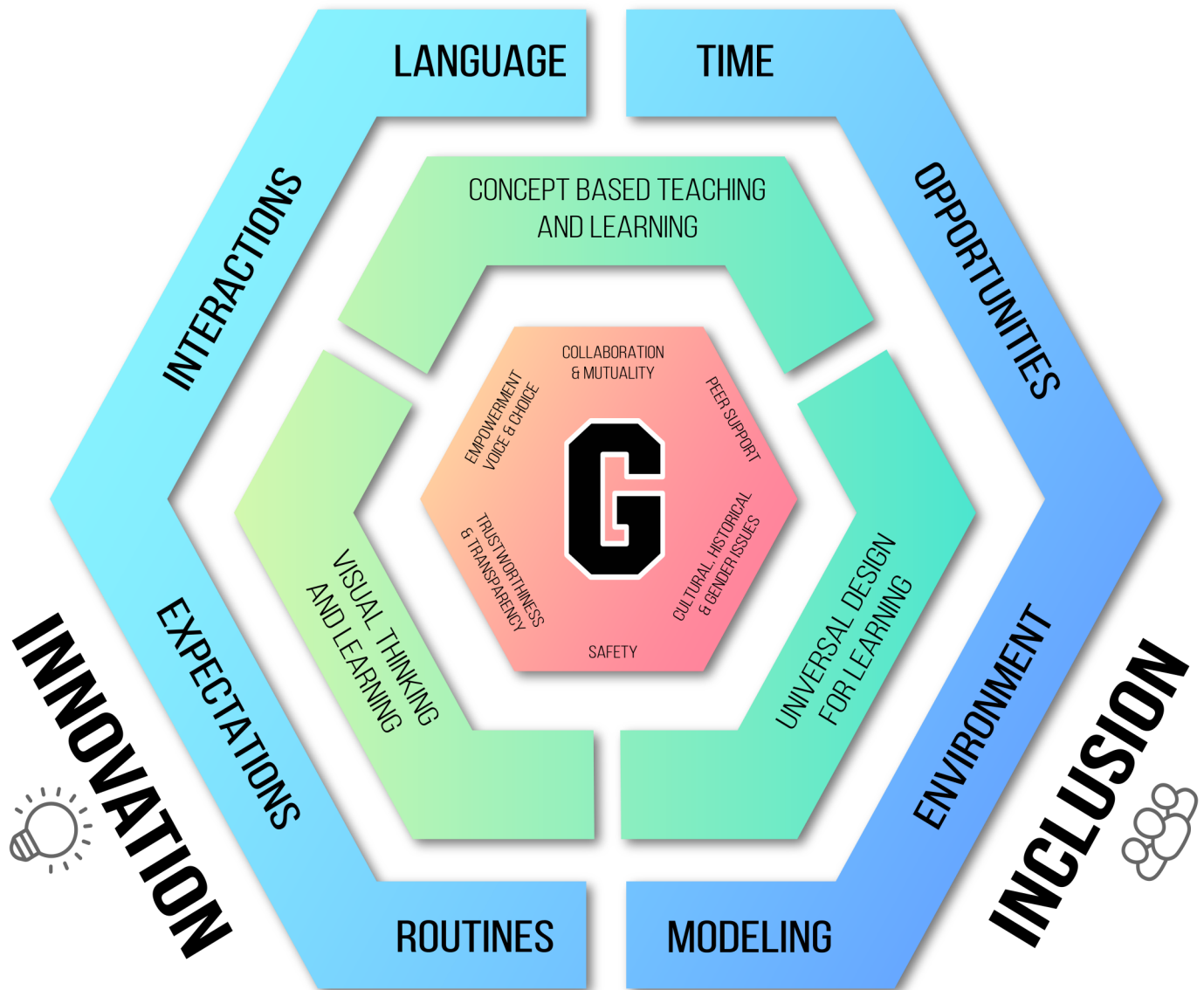Lethbridge School Division Assurance Plan Sections
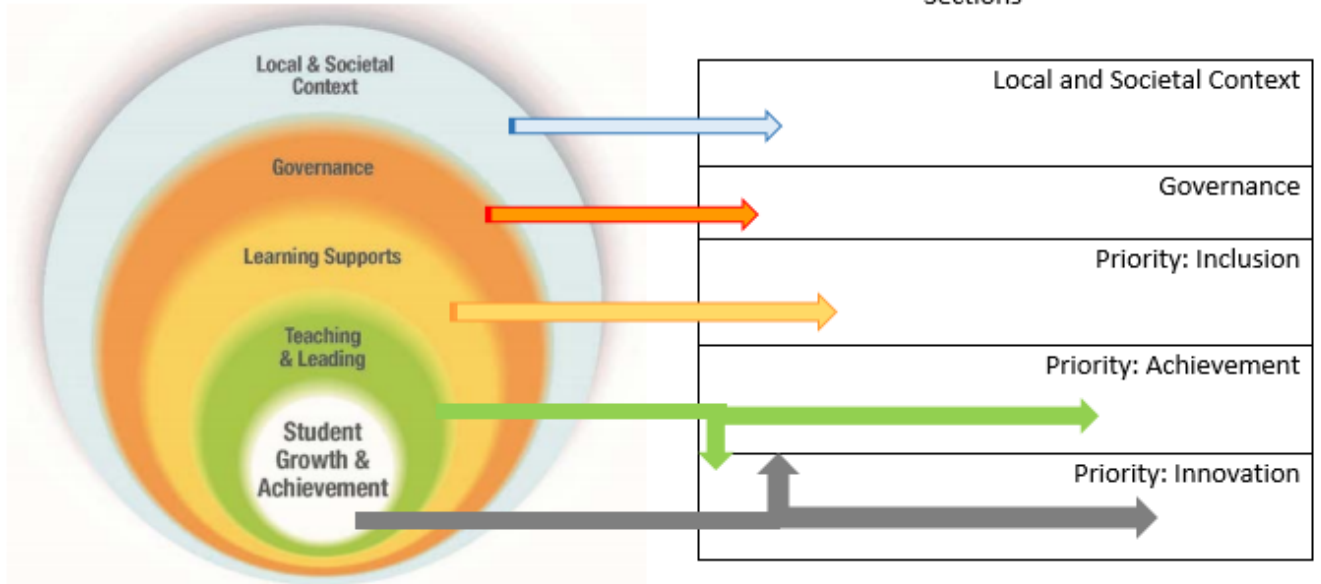
SCHOOL CONTEXT

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 340 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

TRUSTWORTHINESS & TRANSPARENCY

CULTURAL, HISTORICAL & GENDER ISSUES

SAFETY

VISUAL THINKING AND LEARNING

UNIVERSAL DESIGN FOR LEARNING

INNOVATION

EXPECTATIONS

ENVIRONMENT

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.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
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	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 • Donalyn Miller's "Book Whisperer" and "Reading in the Wild" • Deocodable books • Phonemic awareness intervention • Heggerty • Making Words and Words Their Way • Supportive technology (speech to text, Book Creator, etc.) • Online book libraries (Sora, Epic) • Indigenous Lead Teacher • Literacy Lead Teacher	• LST—modelling and collaboration with teachers • SLP— supporting teachers with language development • Word work • Workshop model for reading and writing • Cross-curricular concept-based planning infusing literacy • Student self-assessments • Continuation of staff learning with UDL, Visible Thinking, Concept-Based Instruction • Phonemic daily strategies • Infusion of collaborative, creative and critical thinking skills in daily teaching • Development of a Learning Commons plan that connects to curriculum • Incorporating Indigenous Ways of Knowing, land-based learning and the Blackfoot language • Mentor texts across curriculum	• Increase in students' Fountas and Pinnell benchmark levels • EYE-TA assessment results focusing on increased social and cognitive skills • Classroom assessments that focus on reading and writing growth • Alberta Education literacy assessments • Increased engagement and depth of thinking • Student engagement in books and reading

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Provincial Assurance Survey measure of learning engagement
High School Completion

Goal	Study/Resources	Strategies	Measures
Students demonstrate improved numeracy supported by a responsive and challenging environment.	• Building Fact Fluency from Graham Fletcher • Peter Liljedahl's "Building Thinking Classrooms in Mathematics" • "Cultures of Thinking" by Ron Ritchhart • "Tools for Conceptual Understanding" by Julie Stern • "Math Recess" by Sunil Singh and Dr. Christopher Brownell • "Mastering Math Manipulatives" by Sara Delano Moore and Kimberly Rimbey • "Figuring Out Fluency" by SanGiovanni • Lead Numeracy Teacher • Online resources incl. Zearn, My Classroom Economy • Maker Space	• 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 • Infusion of collaborative, creative and critical thinking skills in daily teaching • Incorporating Indigenous Ways of Knowing, land-based learning and the Blackfoot language • Development of a Learning Commons plan that connects to curriculum • Closely working lead numeracy teacher to support innovative practices • Deep thinking tasks such as Number talks and Number of the Day, WOTB, quick draws, etc. • Cross-graded numeracy groups • Variety of assessments incl. student	• EYE-TA assessment results focusing on increased social and cognitive skills • Increased numeracy skills based on yearly grade-level MIPI results • Classroom assessments • Grade 1 Alberta Education assessments • Check-ins, Show What You Know • Student engagement in numeracy

PROVINCIAL GOALS

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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 welcoming, caring, respectful and safe learning environment.
Provincial survey measure of student inclusion.
Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
Increase engagement through opportunities for students to share their learning with the school community.	• School Messenger app • Facebook • Monthly newsletter • School website • Learning Commons website • Online tools such as FlipGrid, Book Creator, digital portfolios	• 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 • Parent engagement sessions in collaboration with school council • Enrichment program and online showcase • Monthly family fun nights with curricular connections • Classroom showcase at school council • Project Fair • Regular communication between teachers and families • Celebration of Learning • Fine Arts performances • Student bulletin boards that focus on process of learning, not product • Classroom collaborations	• Our School Survey • Assurance report • School council feedback • Parent feedback • Student independence in learning activities • Engagement with extra-curricular and co-curricular activities • Student confidence in sharing their learning

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Goal	Study/Resources	Strategies	Measures
Build a positive and collaborative school culture focused on our Galbraith Instructional Framework for Thinking and Learning.	• Shelley Moore's work (continued exploration with support staff) • UDL / concept-based planning and instruction • Trauma-informed practices and mindsets • Ross Greene • Teacher Counsellor • Indigenous Lead Teacher • Wellness Committee • Staff—connecting with and supporting one another • Equity Committee	• School focus on being responsive to staff and students • Consistent, embedded time for school teams to collaborate (team planning, student supports, professional learning) • Weekly Wellness classes with Teacher Counsellor • Continue to develop understanding and implementation of instructional frameworks (UDL, visible thinking and learning, concept-based instruction) • 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 • LST and leadership team model effective positive behaviour supports • Collaborative supports for students with SLP, OT, etc. • Development of inquiry projects and service learning • Development of Grade 4/5 Leadership Club • Staff activities to support connection • March Madness • Develop more flexible spaces for students to reset and engage in learning • Snack and lunch programs • Student volunteer opportunities • Family Fun Nights	• Provincial assurance surveys • Our School survey • Decreased student conflicts • Staff feeling supported and regulated (wellness survey)

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 their understanding and application of strong numeracy practices in the classroom.	• Building Fact Fluency from Graham Fletcher • Peter Liljedahl's "Building Thinking Classrooms in Mathematics" • "Cultures of Thinking" by Ron Ritchhart • "Tools for Conceptual Understanding" by Julie Stern • "Math Recess" by Sunil Singh and Dr. Christopher Brownell • "Mastering Math Manipulatives" by Sara Delano Moore and Kimberly Rimbey • "Figuring Out Fluency" by SanGiovanni • Learning Support Teacher • Lead Numeracy Teacher • Numeracy Committee	• Incorporating daily thinking routines • Staff PL Book Club • Cross grade curriculum understanding and mapping • Support staff with release time and resources to explore numeracy practices • Grade level collaborative planning • School Professional Learning Plan focused on school PL goal • School Numeracy Action Plan • Consistent, embedded time for school teams to collaborate (team planning, student supports, professional learning)	• Staff engagement with professional learning • Increased use of resources and strategies in classrooms • Staff engagement with numeracy practices

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.

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 engage in inquiry-based professional learning responsive to their individual professional curiousities and needs.	- School staff sharing their own inquiries and professional learning "Leadership in Education: The Power of Generative Dialogue" - Inquiry based professional learning year plan - Division Collaborative Communities - PL Library - Staff PL Book Club	- Consistent, embedded time for school teams to collaborate (team planning, student supports, professional learning) - Staff meeting PL focused on teachers' inquiries - Flexibility for teachers to attend to their own professional curiousities	- Engagement of staff in professional learning - Transfer of PL to classroom practice - Staff survey regarding professional learning

School Goal or Inquiry

Note—this section will be completed in the fall and plan updated by October 1, 2022

Possible Resources:

Strategies	Timeline	Indicators of Success

Total estimated reserves available for use in 2022-23:

Planned use of reserves	
1.	$
2.	$
3.	$
4.	$
Total	$

School Generated Funds

Fund balance estimate for the 2022-23 school year:

Funds are carried over for:	