

Galbraith Elementary School



2023/24 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.

We believe:

- Children will develop into responsible, caring, life long learners in a safe, inclusive, and positive learning environment;
- The understanding that co-regulation within the community as a whole promotes positive self esteem which therefore fosters considerate and responsible citizens;
- In restorative practices and in “re-dos” which provide opportunities to learn and grow from mistakes;
- Parents, as the first teachers, should be actively involved in a home and school partnership;
- All student, staff, and parents should feel safe and equally valued for their contributions to the community as a whole.



www.gal.lethsd.ab.ca



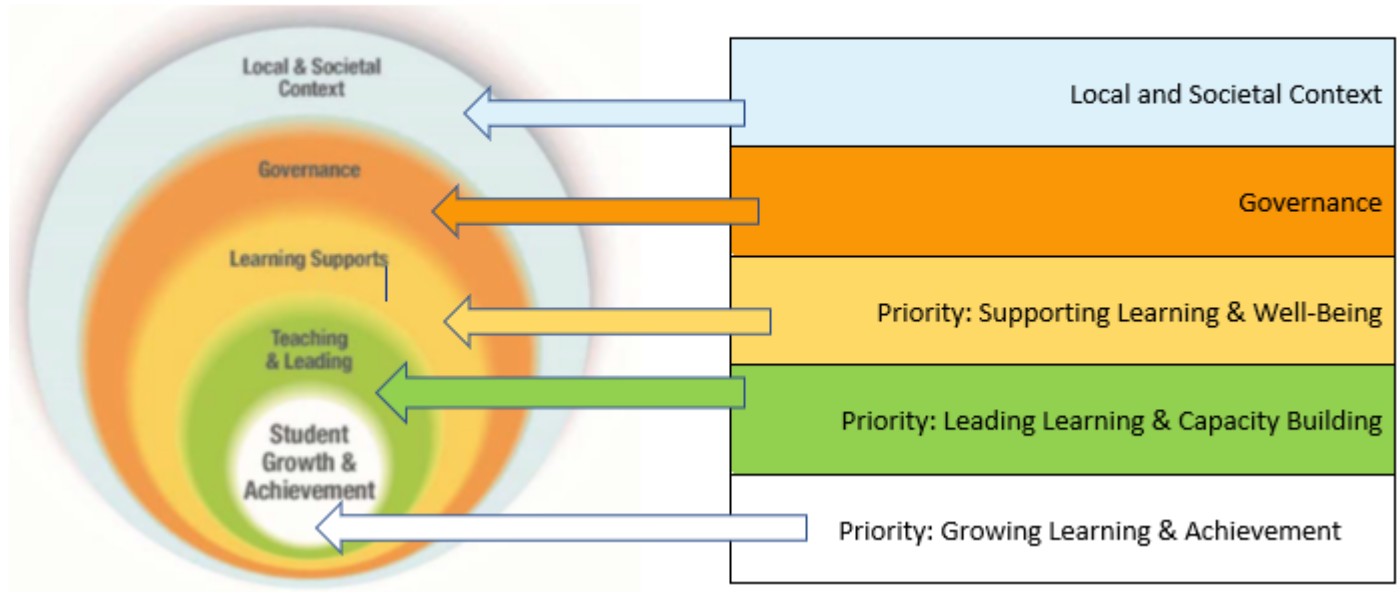
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



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 and historically served the mining and labor communities that surrounded it. Located in North Lethbridge, Galbraith has approximately 320 students from Early Education to Grade 5. The students at Galbraith represent a wide range of socio-economic backgrounds and diverse cultures.

Galbraith Elementary's framework (see next page) outlines our school goals and the ways we work towards meeting them.

Strengths:

- Galbraith is a trauma-informed learning environment, with a common understanding that kids do well if they can.
- Galbraith staff have engaged in significant professional learning around thinking routines and concept-based learning that are now being implemented throughout the school.

Highlights:

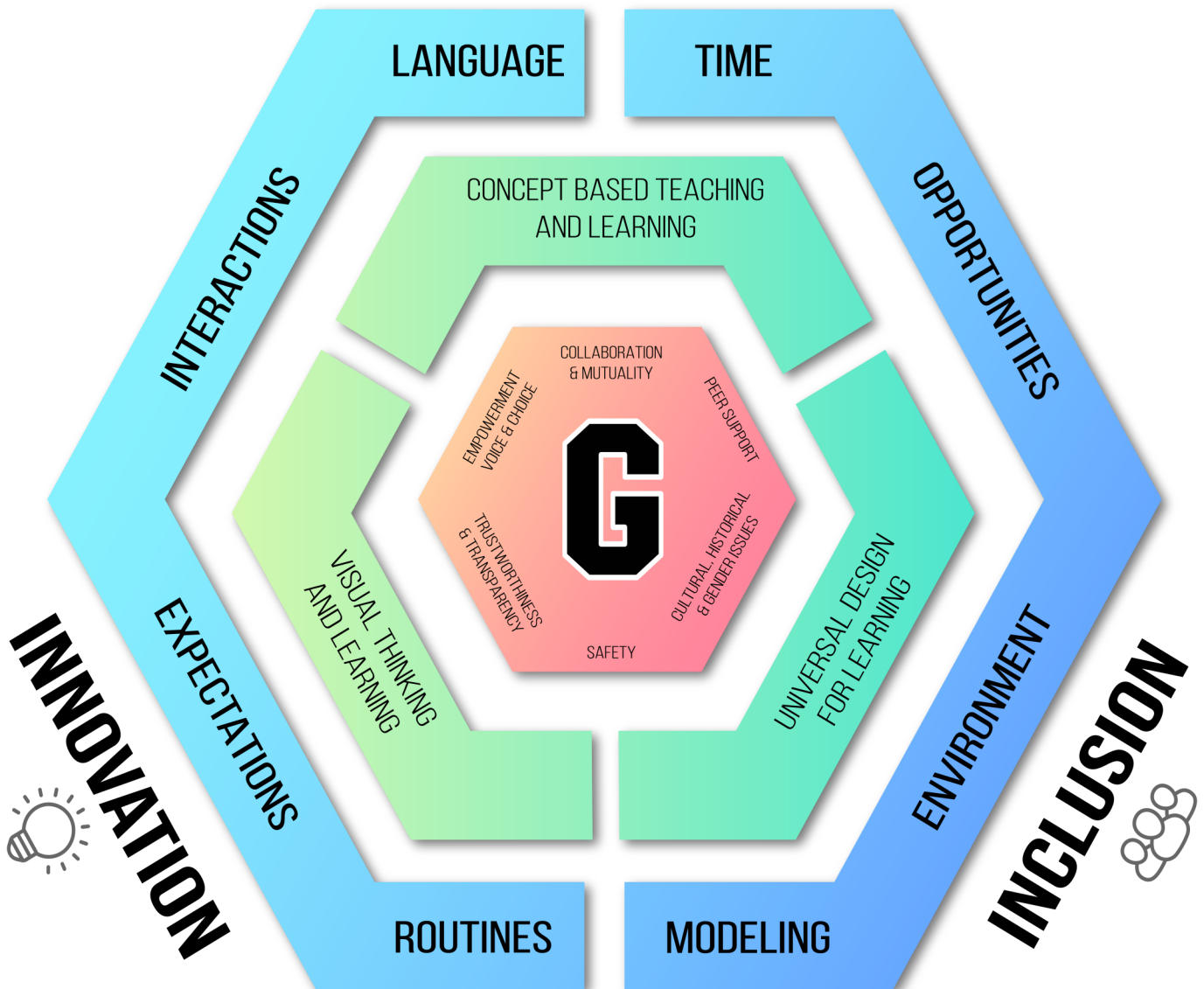
- The addition of new literacy and numeracy resources has supported curricular implementation
- Family engagement has increased significantly this school year

Challenges:

- We are focused on building a safe and respectful learning culture for all as this has been identified as an area of growth.



ACHIEVEMENT



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.*

DIVISION PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	Strategies	Resources	Measures
Students demonstrate improved literacy supported by a responsive and enriching environment.	<ul style="list-style-type: none"> • Comprehensive literacy programs throughout classrooms • Book clubs • Guided reading • March Madness • Book buddies • Inclusive technology • Author visits • Demonstrating a love of reading • Literacy throughout the subject areas • BOOST program • Using literacy assessments to inform instruction and intervention • Thinking routines infused into classrooms • Incorporating Indigenous ways of knowing, land-based learning, Blackfoot language • Development of Learning Commons Plan that connects to curricular areas • Universal Design for Learning strategies 	<ul style="list-style-type: none"> • Rime Magic • Flyleaf • LLI • Words Their Way • Heggerty • Literacy Lead Teacher • Indigenous Lead Teacher • SLP • LST • Technology tools • Expressive Vocabulary Tool • UFLI • Provincial literacy assessments • Fountas and Pinnell • Classroom libraries • Learning Commons • Online book libraries • Accessibility tools (headphones with microphones, laptops, etc.) 	<ul style="list-style-type: none"> • Provincial literacy assessments • Fountas and Pinnell assessments • Phonemic assessments • Classroom observations • Classroom assessments • Student engagement in literacy activities

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High School Completion

Goal	Strategies	Resources	Measures
<p>Students demonstrate improved numeracy supported by a responsive and enriching environment.</p>	<ul style="list-style-type: none"> • Numeracy infused throughout subject areas • Concept-based planning • Infusion of collaborative, creative, and critical thinking skills in daily teaching • Incorporating Indigenous ways of knowing, land-based learning, and the Blackfoot language • Learning Commons Plan connected to curriculum • Thinking routines such as Number Talks, Number of the Day, WOTB, quick draws, etc. • Manipulatives in all classrooms • Building Fact Fluency kits • Numeracy games 	<ul style="list-style-type: none"> • Building Fact Fluency • Building Thinking Classrooms in Mathematics by Peter Lilejdahl • Math Recess by Sunil Singh and Dr. Christopher Brownell • Mastering Math Manipulatives series • Lead Numeracy teacher • Online resources including Zearn, My Classroom Economy, Prodigy, Khan Academy • Learning Commons • Learning Support Teacher • Manipulatives • Mathology books • Steve Wyhorney resources 	<ul style="list-style-type: none"> • Provincial assessments • Classroom assessments • Classroom observations • Student engagement in literacy activities

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Review of strategies that were implemented to support professional learning.

Goal	Strategies	Resources	Measures
Staff will engage in inquiry-based professional learning responsive to individual professional curiosities.	<ul style="list-style-type: none"> • Embedded collaborative inquiry meetings using generative dialogue • Resources purchased to support teacher inquiries • Collaborative communities • Using ATA PL days • Teachers share their inquiries at staff meetings • Peer observations, team teaching, team planning, resource sharing • Visiting other schools 	<ul style="list-style-type: none"> • ATA funds and other re-sources • Collaborative communities • SWATCA • Colleagues (in building and the division) • Workshops and seminars • Division Lead Teachers • Curriculum Resource Centre 	<ul style="list-style-type: none"> • Accountability survey • Inquiry meetings • Classroom observations
Staff will engage in a collaborative response model using school data to inform teaching and learning.	<ul style="list-style-type: none"> • Embedded collaborative meetings to collaborate and respond to student needs • Using assessment data to inform instruction • Continue to build a healthy staff culture • Cross-graded sharing of assessment data and how it informs instruction and interventions • School wide assessment screeners passed to next grade 	<ul style="list-style-type: none"> • Literacy assessments • Numeracy assessments • ISPs, BSPs • EAL Benchmarks and tracking sheets • Accountability survey • Our School survey • Foundational Numeracy Interviews • Student profiles • SLP, OT, PT supports • Teacher Counsellor • Learning Support Teacher • Division Lead Teachers 	<ul style="list-style-type: none"> • Literacy assessments • Numeracy assessments • EAL benchmarks and tracking sheets • Accountability survey • Our School survey

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

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

Goal	Strategies	Resources	Measures
Build a safe, inclusive, and collaborative learning culture.	<ul style="list-style-type: none"> • Embedded collaborative time to meet student needs through a collaborative response model • Team planning • Collaborative communities • Cross-graded and cross-classroom activities • Leadership opportunities for Grade 5 students • Breakfast Club • Weekly Wellness universal programming • Common language and programming • Enrichment • Targeted wellness groups • Monthly Family Fun Nights • Parent Information Nights • Family Lending Library • Supportive adult supervision at lunch and recesses • Connecting with Big Brothers Big Sisters, My City Care, Lethbridge Food Bank • Supports from Family Support Worker and Teacher Counsellor • Collaborating to build ISPs, Behaviour Support Plans 	<ul style="list-style-type: none"> • Teacher Counsellor • Family Support Worker • Learning Support Teacher • Kids in the Know • Second Step program • Parent Lending Library 	<ul style="list-style-type: none"> • Assurance Survey • Our School Survey • Collaborative staff meeting discussions • Collaborative response team meetings

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Students demonstrate through their daily actions a commitment to a safe and respectful learning community.	<ul style="list-style-type: none"> • Universal weekly wellness programming from Teacher Counsellor (Second Step program) • Zones of Regulation • Monthly assemblies focused on wellness strategies • Classroom meetings • Cross-grade learning buddies • Ensuring there are safe adults for all students • Staff model safe and respectful actions • Collaborative Response meetings • Connections with middle and high school students 	<ul style="list-style-type: none"> • Second Step program • Little Spot lessons • Digital Wellness Team • Superflex • Powerschool log entries • Ninja life hacks 	<ul style="list-style-type: none"> • Assurance Survey • Our School Survey • Collaborative staff meeting discussions • Classroom discussions

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Increase engagement for the purpose of learning within our school community.	<ul style="list-style-type: none"> • Concept-based planning and instruction • Cross-curricular planning • Scaffolding • Cross-graded activities • Hands-on, real world, authentic learning opportunities • Flexible learning spaces • Land-based Learning • Incorporating Indigenous Ways of Knowing • Enrichment • Parent engagement nights • Family Fun Nights • Citizenship/leadership opportunities for students • Emailing report cards to families • Celebration of Learning and parent teacher interviews • Monthly assemblies • Field trips • Daily school-wide announcements • March Madness • Intramural activities 	<ul style="list-style-type: none"> • Social Media (Facebook, Instagram) • Monthly newsletter • School website • Community supports • Family support worker • EAL support worker • Division Lead teachers • School Council • Field trips and school visits • Breakfast Club 	<ul style="list-style-type: none"> • Assurance Survey • Our School Survey • Collaborative staff meeting discussions • Classroom discussions • Classroom observations