

# Galbraith Elementary School



[www.gal.lethsd.ab.ca](http://www.gal.lethsd.ab.ca)

## 2024/2025 Assurance Plan

### School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

### School Mission Statement

Division 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



# ASSURANCE PLANNING

**OUR VALUES: We are growing, leading and supporting, with a focus on the following:**

- **Inclusion, Well-being, Learning, Respect and Leadership**



## **School Context:**

Galbraith Elementary School was one of the first schools in Lethbridge School Division, built in 1913 in North Lethbridge. It is the oldest operating school in our city and historically served the mining and labour communities that surrounded it. The students at Galbraith represent a wide range of socio-economic backgrounds and diverse cultures and birth countries. Galbraith students speak over 30 languages at home. Galbraith Elementary's framework (see next page) outlines our school goals and the ways we work toward meeting them. At Galbraith, 335 students and 50 staff live by the Galbraith Promise, which highlights the way we make Galbraith Elementary a place where everyone feels safe and respected for the purpose of learning.

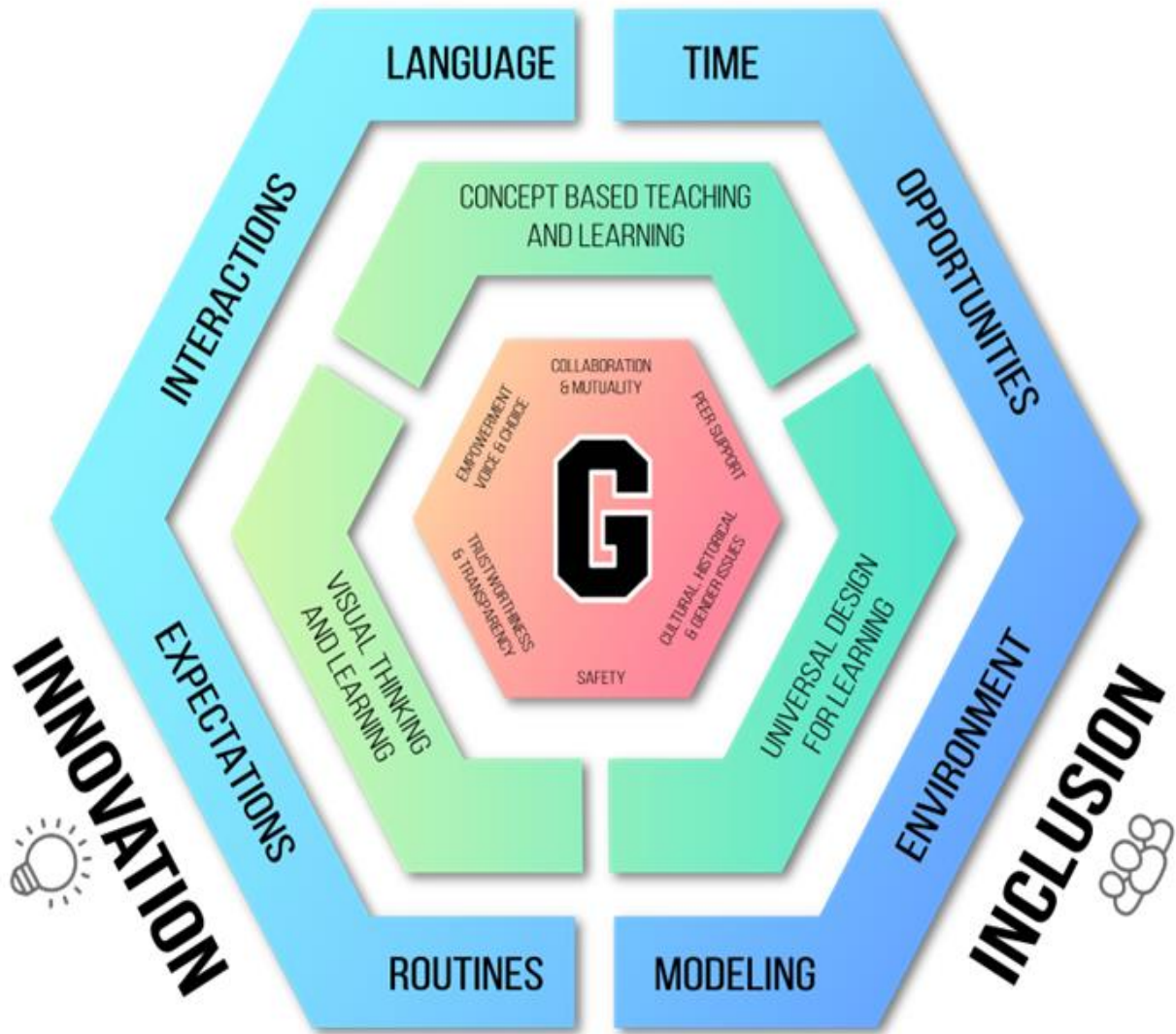
## **School Highlights:**

Galbraith is a trauma-informed learning community, with a common understanding that people do well if they can. We are proud to support our community, including staff, students, and families, in a way that recognizes that to improve student learning we must all work together and support one another. We do this by leading with empathy, providing families with access to supports and resources. Our staff wholeheartedly believe that we need to ensure families are supported as a foundation for student growth. We have been focused on increasing community engagement over the past few years and are very proud of the many opportunities we provide our families to connect with their community to celebrate student learning.

Staff have engaged in significant professional learning around critical thinking, with strategies being implemented throughout the school. Galbraith relies on a collaborative approach to support student learning and achievement by implementing a collaborative model to respond to student needs and support increased learning. This collaborative model includes meetings that address student growth and teacher learning.



# ACHIEVEMENT



# Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

## Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

## Desired Outcomes

- Foundational Learning
  - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
  - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
  - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
  - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

## Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

## 2024/2025 Student Growth and Achievement – Area of Focus

### **What is our desired outcome?**

Students are empowered to reach their potential through building strong foundations in literacy, numeracy, and critical thinking.

### **What strategies will we implement to progress toward achieving this outcome?**

- Comprehensive Literacy: Comprehensive literacy programs in all classrooms including: reading, writing, word work, speaking, viewing, and cross curricular literacy instruction
- Comprehensive Numeracy: Comprehensive numeracy programs in all classrooms reflecting the new curriculum and acknowledging that teachers will still need to bridge gaps from the old to new curriculum
- Collaborative Meetings: Frequent and consistent collaborative meetings to discuss student learning, with a focus on reflecting on data and assessment, and subsequently planning for student growth
- Critical Thinking: Commitment to creating a culture of thinking in their classroom where collective and individual thinking is valued, visible, and actively promoted each day.

### **What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?**

- Consistent, supportive, and fair assessment for learning in daily classroom practice
- Encourage and support teachers in developing these skills
- Consistent Collaborative Response Meetings (CRMs) with deep conversations between grade level teams, Learning Support Teacher, and school leadership team that focus on assessment and data to support student achievement, particularly in literacy and numeracy
- Continued collaborations with division staff such as lead teachers, Behaviour Support team, LST, and wellness team to support removals of barriers to teaching and learning
- Professional Learning Year Plan with school-based PL Days focused on assessment for learning and using data to support student growth
- Targeted instruction and intervention literacy model in all classrooms using resources such as: Levelled Literacy Intervention, UFLI, Flyleaf, Writers Workshop, and Heggerty, with additional supports provided by LST as needed
- Continued modelling of critical thinking strategies (e.g. Project Zero Thinking Routines) at staff meetings and professional learning day

# Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

## Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

## Desired Outcomes

- Respond Effectively to Student Needs
  - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
  - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
  - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

## Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



## 2024/2025 Teaching and Leading – Area of Focus

### **What is our desired outcome?**

Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

### **What strategies will we implement to progress toward achieving this outcome?**

- Digital Communication: continue regular and purposeful use of school social media to communicate celebrations, learning and school events; classroom digital communication tools
- In Person Communication: enhancing our consistent and varied opportunities for in person communication by targeting focus on student learning
- Communication Around Supports and Services: ensuring staff and families understand supports and services available at the school, division, and community levels

### **What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?**

- Family events that focus on student learning including: Celebration of Learning, parent teacher interviews, monthly assemblies focused on student learning, Welcome to Kindergarten, Family Fun Nights, Wellness Evenings, Family Lending Library, School Council; family support from Wellness Team
- Enhancing our Family Fun Nights by communicating information or strategies around learning at each monthly event
- School social media accounts regularly sharing student celebrations
- Teachers have the option to use Seesaw as a communication tool to celebrate student learning; teachers will continue to communicate with families through email and phone calls
- Student Assistance Team (SAT) meetings (classroom teachers, leadership team, LST, Wellness Team, EAs, and families) that focus on complex students requiring targeted and individualized supports
- Consistent Collaborative Response Meetings (CRMs) with deep conversations between grade level teams, Learning Support Teacher, and school leadership team that focus on assessment and data to support student achievement, particularly in literacy and numeracy

# Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

## Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

## Desired Outcomes

- Safe and Caring Culture
  - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
  - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
  - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
  - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

## Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

## Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.



## 2024/2025 Learning Supports – Area of Focus

### **What is our desired outcome?**

To foster the physical, mental and emotional wellness of students to support optimal learning.

### **What strategies will we implement to progress toward achieving this outcome?**

- Physical Wellness – purposeful planning and professional learning around new PEW curriculum
- Collaborative Approach to Supporting Mental and Emotional Wellness – using a Collaborative Response Model to support students in emotional regulation and mental wellness by accessing school, division, and community supports

### **What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?**

- Collaborative Response Model implemented K to 5 that includes regular collaborative meetings, reflecting on student data and evidence of learning, and using that data to implement supports for students
- K to 5 PEW school-wide year plan to support effective implementation of new curriculum, with reminders at staff meetings about upcoming units
- Encouraging and supporting staff in accessing PEW professional learning opportunities as they become available
- Collaborating with the school Wellness Team (Teacher Counsellor and Student Support Worker) to provide universal, targeted, and individualized programming and supports
- Accessing SWCSS, SLP, OT, PT, and Behaviour Support Team as needed
- Encouraging use of our outdoor learning space and continuing to add to it to support active student learning outdoors
- Universal wellness lessons weekly for students in Grades K to 5 incorporating the Second Step program and our Galbraith Promise.
- Galbraith Promise
- Leadership Club
- Communication with parents about community and division supports in monthly newsletter and social media so families have clear understanding of the supports available
- Community Resources Fair – modelled on last year's fair, we will invite community organizations to share information with families at a resource fair (e.g. BGC, Building Brains Together, Food Bank, Big Brothers Big Sisters, Guides)
- Staff meeting presentations from division and wrap-around supports (e.g. Family Support Team, Wellness Team, SWCSS, SLP, BST, Indigenous Education Team) to sharing supports and services available to students and families so teachers have deeper understanding of these services