

# Coalbanks Elementary School



## 2021/22 Assurance Plan

### School Vision Statement

Building community through nurturing relationships and developing global, empathetic citizens.

Construir una comunidad cultivada por relaciones afectivas y el desarrollo de ciudadanos con perspectiva global y empática.

### School Mission Statement

We will strive to nurture an inclusive environment where students learn the skills to be dynamic members of the global community.

Haremos el esfuerzo de promover un ambiente inclusivo donde los estudiantes puedan aprender las habilidades que les permita ser miembros dinámicos en una comunidad global.



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# ASSURANCE PLANNING

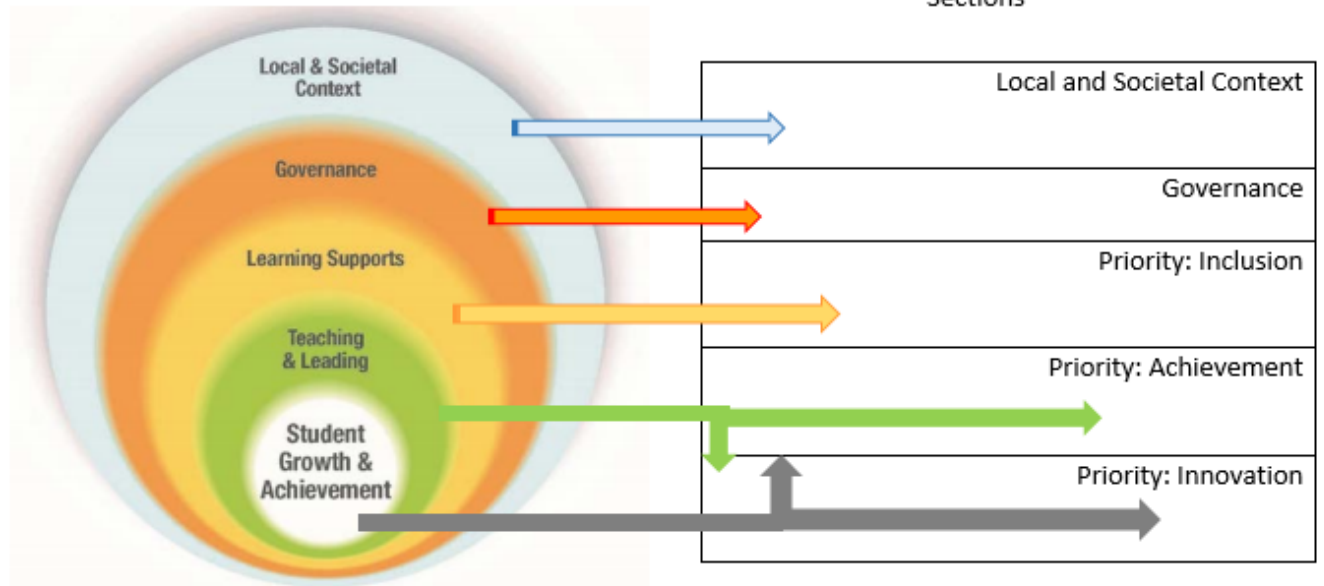
This is the first year that all planning and reporting in Lethbridge School Division follows the provincial assurance framework. It is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

Description of the school context. Eg. Size, grade configuration, demographics (if appropriate), strengths and highlights, challenges.

Coalbanks Elementary School is located in the community of Copperwood within the westside of Lethbridge. It serves approximately 620 students from Kindergarten to Grade 5. Coalbanks was built in 2017 and is classified as a 'green school'. Our school strives to be paperless, as best we can. Coalbanks is a 'dual-track' school that offers both an English stream, as well as a Spanish Bilingual program. Our school philosophy on class compilation supports a 'combined class' configuration. Our Kindergarten and Grade Ones are arranged in straight grades, while the rest of our classes are combined (i.e. Grade 2/3 and Grade 4/5). In our combined classes, students are enrolled in these classes for two consecutive years. Our entire school plans for a two-year looping cycle for learning and covering the curriculum.

Coalbanks prides itself in having three major priorities. The first is a focus on literacy. The second is a focus on numeracy. The third priority is a school-wide approach on inquiry based learning.

This past year has presented many unique challenges along the way. Nonetheless, our entire school community has embraced and ensured that every child received quality instruction whether they were onsite or online learning. Teachers have learned alongside students during these difficult times and will continue to strive for optimal learning for every student. Our goal is to develop citizens of tomorrow that are innovative, inclusive and creative thinkers.

## 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
School-wide approach to the improvement of numeracy skills and vocabulary	<ul style="list-style-type: none"> <li>Mathology.</li> <li>MIPI assessments</li> <li>Building Fact Fluency "Graham Fletcher"</li> <li>Foundational Skills Interview</li> </ul>	<ul style="list-style-type: none"> <li>MIPI assessment and analysis of results—Sept./Oct.</li> <li>Rich Tasks</li> <li>Number Talks</li> <li>Grade Level Math groups</li> <li>Teachers will use the foundational skills interview kits to check-in on student knowledge of numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>MIPI results—post assessment (following year)</li> </ul>
Fountas & Pinnell benchmark assessment to inform instruction and create targeted levelled literacy intervention.	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark kits and resources</li> <li>Levelled Literacy kits</li> <li>Up the Ladder kits</li> <li>Access to the literacy room</li> <li>Professional teaching resources in the learning commons</li> </ul>	<ul style="list-style-type: none"> <li>Implementing the 4 quadrants of literacy.</li> <li>Guided reading approach in our classrooms using the F &amp; P data to arrange groups.</li> <li>Assessing twice a year (October and March).</li> <li>LLI intervention when needed</li> <li>Accessing Literacy lead teacher, when needed.</li> <li>Div I home reading programs.</li> </ul>	<ul style="list-style-type: none"> <li>Oct. And Mar. benchmarks and assessments</li> <li>Anecdotal notes from Teacher.</li> <li>Benchmark assessments, running records, guided reading sessions, etc.</li> </ul>
To improve student writing skills through the implementation of Lucy Calkins writing program.	<ul style="list-style-type: none"> <li>Implementation of Lucy Calkins writing program school-wide.</li> <li>Focus on mini lessons.</li> <li>Independent writing with a focus on the evolution of writing.</li> <li>Narrative Writing continuum.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level planning time for yearly and daily plans.</li> <li>Sharing of best practices.</li> <li>Teacher self reflection on lesson design and implementation.</li> <li>Common assessments used in the grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing planning and brainstorming.</li> <li>Student writing passages</li> <li>Student story telling</li> <li>Student presentations of their writing</li> </ul>

## 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 and services

Goal	Study/Resources	Strategies	Measures
E.g. Continue to support and implement Universal Design for Learning which includes: <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Trauma-informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Shelley Moore</li> <li>• LST</li> <li>• Student Support Worker</li> <li>• RTI Approach</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms and provide information to teachers and support staff</li> <li>• Student Support Worker—assist with universal and targeted supports for students, provide information and support to teachers</li> <li>• Learning team meetings</li> <li>• Sensory room and sensory tools accessible to all students.</li> <li>• Flexible work spaces for all students (classroom and school)</li> <li>• Accessing outside agencies for specialty supports and services (SLP, OT, KCC, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated &amp; focused classrooms</li> <li>• Common language</li> <li>• Regular check-in by teachers, student support workers, administration and outside agencies and supports.</li> </ul>
Our entire staff will assist with creating a culture at Coalbanks that welcomes all students and ensures we are creating a safe, caring and welcoming environment to promote student learning.	<ul style="list-style-type: none"> <li>• Shelley Moore</li> <li>• Jody Carrington</li> <li>• Thinking routines by Ron Ritchard</li> <li>• APORI Data</li> <li>• Learning Survey Results</li> <li>• Parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting and welcoming all students each day by being at doorways.</li> <li>• Classroom community building (Character Ed, 7 Habits, etc.) teacher choice.</li> <li>• Regular Classroom meetings</li> </ul>	<ul style="list-style-type: none"> <li>• APORI Data</li> <li>• Learning Bar Surveys</li> <li>• School Surveys throughout the year</li> <li>• School Council feedback</li> </ul>
To ensure we create a safe environment for all and an appreciation for all cultures. Anti-racism focus.	<ul style="list-style-type: none"> <li>• Division lead experts (FNMI, Kathy Mundell, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Friday morning FNMI learning sessions with Mel Morrow.</li> <li>• Classroom implementation of diverse perspectives embedded into lessons.</li> <li>• Diverse literature in our classroom and school libraries.</li> </ul>	<ul style="list-style-type: none"> <li>• APORI Data</li> <li>• Learning Bar Surveys</li> <li>• School Surveys throughout the year</li> <li>• School Council feedback</li> </ul>



## 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
E.g. Staff engagement in inquiry based professional learning as part of growth planning.	Inquiry templates (either individual or by Grade level).	Time scheduled for collaborative groups during assigned Grade Levelled Meetings.	Staff engagement Observable change in instructional practice
E.g. School professional learning plan will center on the development of: A. Inquiry Based Learning B. Thinking Routines	<ul style="list-style-type: none"><li>• Problem Based Learning Guides</li><li>• Ron Ritchhard Thinking Routines</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• PL opportunities for PBL at staff meetings, PL days, etc.</li><li>• Sharing of PBL learning guides</li><li>• PBL guides housed in the S drive</li><li>• Collaborative planning time for grade levels</li><li>• Student driven learning and representation</li></ul>	<ul style="list-style-type: none"><li>• PBL Guides</li><li>• Classroom lessons and projects</li><li>• Thinking Routines embedded into lesson design and delivery</li><li>•</li></ul>