

Coalbanks Elementary School



2022/23 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

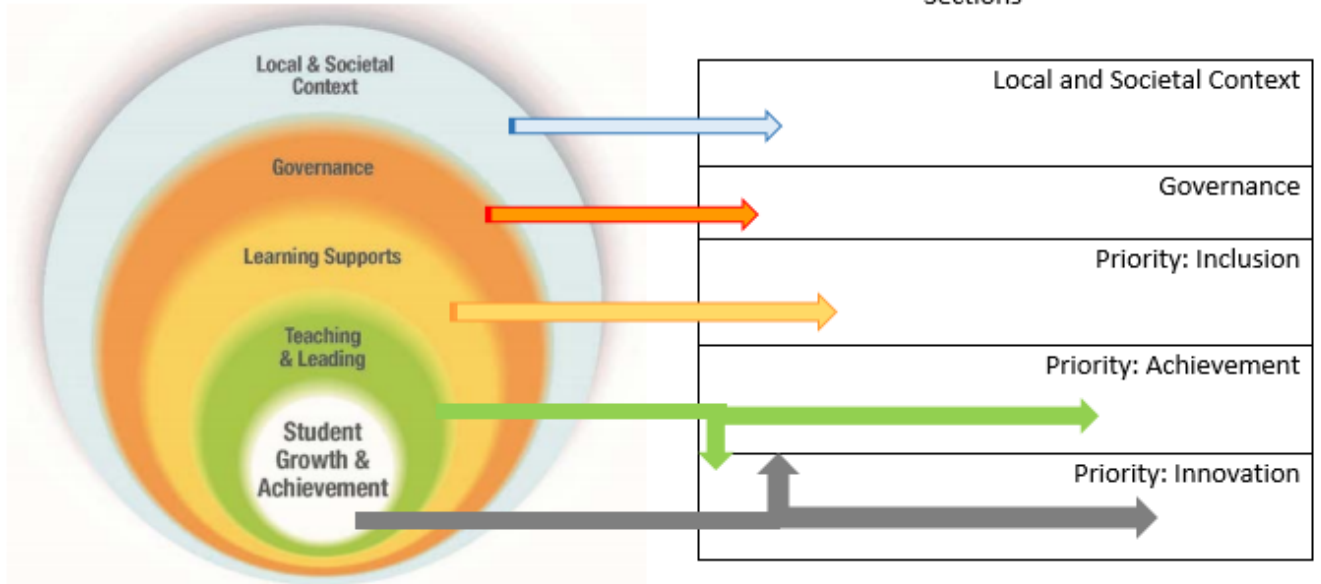
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

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 640 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. 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.

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

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 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
<p>E.g. Continue to support and implement Universal Design for Learning which includes:</p> <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice 	<ul style="list-style-type: none"> • Universal Design for Learning (UDL) • LST • Student Support Worker • RTI2 Approach 	<ul style="list-style-type: none"> • LST—support within classrooms and provide information to teachers and support staff. Push-in model • Student Support Worker—assist with universal and targeted supports for students, provide information and support to teachers. • Learning team meetings. • Sensory room and regulation tools accessible to all students. • Flexible work spaces for all students (classroom and school-wide). 	<ul style="list-style-type: none"> • Regulated & focused classrooms. • Common language school-wide. • Regular check-in by teachers, Learning Support Teacher, Student Support Workers, Administration and outside agencies and supports.
<p>Our entire staff will assist with creating a culture at Coalbanks that welcomes all students, parents and visitors and ensures we are creating a safe, caring and welcoming environment to promote student learning.</p>	<ul style="list-style-type: none"> • Thinking routines by Ron Ritchhart • Building Thinking Numeracy Classrooms—Peter Liljedahl • Assurance Survey Data • Learning Bar Survey Results • Parent feedback 	<ul style="list-style-type: none"> • Greeting and welcoming all students each day by being at doorways. Controlled start-up. • Classroom community building (Character Ed, 7 Habits, etc.) teacher choice. • Regular Classroom meetings 	<ul style="list-style-type: none"> • Assurance Survey Data • Learning Bar Surveys • School Surveys throughout the year • School Council feedback
<p>To ensure we create a safe environment for all and an appreciation for all cultures. Anti-racism focus.</p>	<ul style="list-style-type: none"> • Division lead experts (Indigenous Education Leads, Counselling supports, etc.) • Lead teachers (Numeracy, Literacy, ELL) 	<ul style="list-style-type: none"> • Friday morning Indigenous learning sessions with Mel Morrow. Indigenous Resources from Mel Morrow (https://padlet.com/lethsdindigenouseducation/3wm0wzbnfevhzshd) • Classroom implementation of diverse perspectives embedded into daily lessons. • Diverse literature in our classroom and school learning commons. 	<ul style="list-style-type: none"> • Assurance Survey Data • Learning Bar Surveys • School Surveys throughout the year • School Council feedback

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).	<ul style="list-style-type: none"> • Time scheduled for collaborative groups during assigned Grade Levelled Meetings. • Thinking routines at every staff meeting. • Classroom profiles with Support Team (early October and May). 	<ul style="list-style-type: none"> • Staff engagement • Observable change in instructional practice (worksheets vs. student engaged activities - e.g. Graham Fletcher Numeracy Presentation).
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"> • Problem Based Learning Guides (Inquiry Based) • Ron Ritchhard Thinking Routines 	<ul style="list-style-type: none"> • PL opportunities for PBL at staff meetings, PL days, etc. • Sharing of PBL learning guides • PBL guides housed in the S drive • Collaborative planning time for grade levels • Student driven learning and representation (e.g. Speakers Club, classroom presentations, etc. 	<ul style="list-style-type: none"> • PBL Guides • Classroom lessons and projects • Thinking Routines embedded into lesson design and delivery

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