



2020/2021 Three Year Education

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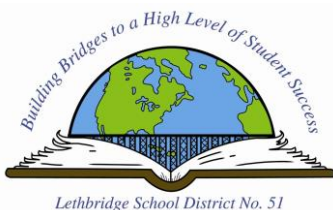
2019/20 Results Report

Vision Statement

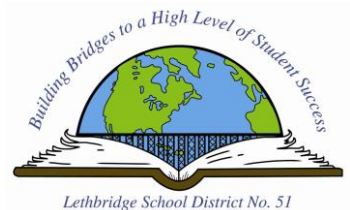
Our learners are innovative thinkers who are successful, confident, and caring.

Mission Statement

Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds, and responsible citizens.



www.lethsd.ab.ca



Lethbridge School District Priority: Achievement

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's education system is well governed and managed.

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- First Nations, Metis and Inuit student achievement relative to provincial standards will improve
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes.
- Teachers and Administrators track school-wide Fountas and Pinnell reading data annually.
- Kindergarten Assessment – EYE to identify at risk students
- Summative and observational data is gathered from all grade level teams every six weeks at Response-to-Intervention meetings that focus on the District Pyramids of Intervention.
- Using the common Math Outcomes Assessment, MIPI numeracy data is collected from all strands and for each student annually.

Strategies

- Incorporating resources that honour FNMI heritage and culture within all comprehensive literacy practices. Begin diving into the program, Circle of Courage
- School-wide use of the Leveled Literacy Intervention program in order to target vulnerable readers at all grade levels.
- Development of supplemental literacy intervention (The BLITZ Program) that targets lagging developmental literacy skills.
- Ongoing refinement of and reflection on the School based Literacy/ Numeracy Work Plan.
- Inviting the District Numeracy Leader Teacher into the school for an ongoing support with Division Assessment, MIPI and result analysis
- Increasing use of Learning Commons through team building, maker spaces and collaborative projects during COVID times
- Re-Think engagement of our Leadership Groups into our community
- Incorporate strength-based approaches to enhance inclusive instruction, Literacy Interest groups
- Commons literacy blocks built into all timetables
- Built in collaborative times for teaching teams
- Involving family, school and community in supporting numeracy and literacy through on-line game awareness, using Bookmobile and Story Tellers at Large
- Common Resources – Scholastic Literacy Place, Mathology, Jolly Phonics, Haggerty Phonemic Awareness, Words Their Way, Number Talks, Prodigy, Reading A-Z

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

Lethbridge School District Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.

Strategies

- Scientists in Schools classroom programming through Natural Sciences and Engineering Research Council of Canada grant. These are delivered virtually.
- Virtual field trips including Helen Schuler, Public Library and collaboration with the City of Lethbridge
- Teachers engaging in Collaborative Communities that are designed to shift practice toward innovative thinking in all learners (Mathology, GO-Formative, The BLITZ, Lucy Calkins Units of Study in Writing, Redesigning the Literacy Block).
- Make visual and tangible the link between innovative thinking, creativity, and the world of work by: Inviting guest authors to speak to and workshop with students.
- Cross-content focus on literacy within the Science and Social Studies curricula.
- Grade 4/5 student involvement in the Natural Leaders project funded through provincial grants – These are delivered now virtually
- Increase usage of iPads, STEM projects, VR Technology
- Capitalize on Strengths - Project Based Learning Units, Outdoor Plays Day, Student Talent Show, Student Leadership Council – Rethinking how to deliver during COVID times

PROVINCIAL GOALS

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- Alberta has excellent teachers, school leaders and school authority leaders.

Lethbridge School District Priority:

Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

- Opportunity for students to receive a broad program of studies.
- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others and are treated fairly at school.
- Annual review of Accountability Pillar Results, and planning for celebration of success and implementing change.
- Track and review attendance, academic improvements and behaviour challenges

Strategies

- Acknowledgement of Traditional Blackfoot Territory at school-wide gatherings.
- Foster cultural awareness through special events such as school-based Diversity Day, and National Aboriginal Day.
- Create opportunities for Care Team Meetings to happen and allow for presentation time to staff and students.
- Involve all members of the Learning Team in creating plans for academic and behavioural success and support.
- Ongoing work with community service providers (Speech Language Therapy, Occupational/Physical Therapy, Alberta Mental Health, Big Brother Big Sisters, etc.)
- Establishing a Culture and Community Committee to plan for events and activities throughout the school year
- Increase support staff and create flexible support staff schedules while maintaining cohort groups
- Maintain Nutrition Breaks – Longer playing time, longer and more frequent eating time, staggered entry for Grade Levels to ensure cohorting
- Maintain self-regulation tools in the classroom, increasing the number to allow for proper sanitization
- Utilize expertise of Student Support worker to increase student regulation and student breaks

School-Based Priority

In what way and to what extent does a holistic wellness focus for our school community have on student access to positive learning experiences and an overall sense of well-being in our school?

OUTCOMES:

- Providing a learning environment that promotes a healthy lifestyle.
- Reinforcing an understanding that balance between work and life is essential to ongoing wellness and job satisfaction.
- Emphasizing that student needs are being met in ways that are respectful toward families, cultures, and the overall well-being of each individual within our community.

Performance Measures

- Improved staff and student attendance.
- A reduction in referrals of students to the office for discipline or regulation needs.
- A reduction of PowerSchool and RISC documentation school-wide.
- Student responses
- Staff self-reflection on feelings of well-being through qualitative survey and anecdotal conversations.
- Ongoing, successful graduation of students from school-based counseling referrals.
- Positive feedback from families through support channels such as Making Connections Worker, FNMI Liaison, School Counselor, Nutrition Program Coordinator, and LFS Youth Settlement Worker.

Strategies

- Partnership with the Lethbridge Food Bank to receive nutritious, bagged lunches for any student.
- Comprehensive breakfast program providing for the foundational needs at the start of each day (available to any child).
- Classroom snack bin program that provides nutritious snacks for those in need at any time (available to any child).
- Outside play day, targeted field trips to break up the day and support student experience success
- Using partnership with University of Lethbridge to bring student teachers to support classrooms and students, partnership with Lethbridge Community College
- Calming music before school in hallways
- Development of Self-Regulation room that will be used by Educational Assistants to support students in regulating and returning to the classroom. Implementation of Zones of Regulation and WISE plans.
- Specialized transition meetings with Wilson Middle School in order to support the students with exceptional needs or specialized programming.
- Appreciation and wellness awareness of staff wellness
- Flexible timetables to allow for increased staff wellness
- Flexible timetables to allow for support staff wellness

ACCOUNTABILITY PILLAR RESULTS

Measure Category	Measure	Senator Buchanan Elem School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.3	87.7	89.4	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	96.1	83.6	88.1	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	97.1	89.8	93.9	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (8 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	91.7	85.7	86.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	76.4	81.1	82.9	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	100.0	84.3	86.5	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	89.0	90.6	84.7	81.5	81.0	80.9	Very High	Maintained	Excellent

Highlights

- Continuous school improvement ranks high in all three groups.
- All areas were maintained, with improvements in parental involvement and Education Quality. These are two areas we focussed on this year.
- Overall, 5 areas maintained excellent, 1 area maintained good and one area is declined and became an issue.

Challenges to Address

- Citizenship became an issue this past year. When looking at the data, students voted this low, yet teacher and parent voted high.
- We wonder if our students did not understand the question?

School Reserves

Total reserves as of Aug. 31, 2020: \$153.54

Total	\$ 153.54
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Fund balance as of July 31, 2018: \$ 110.00 + \$0 in contingency

School Generated Funds

Funds	Amount
Bank Interest	132.41
Scholastic Book Fair	25.57
Breakfast Club	5460.32
Bottle Recycling	11.01
Donations to School	9346.07
Class Fundraising	3369.17
Life Touch	190.43
GST	247.83
Other Income	90.39
PD Teachers	116.00
School Fundraising	556.58
Staff Fund	10.00
Staff Social Committee	365.59
Student Activity Fees	152.00

Total – 20 073.37

Funds to be directed to:

Furniture/ Equipment for classrooms

Breakfast/ Lunch/ Snack Program

Sensory Items

Staff Wellness

Learning Commons

Technology