Park Meadows Elementary School

2021/22 Assurance Plan

School Vision Statement

Our vision is to create a school where children, who are valued for their diversity, feel empowered to grow and influence their communities by taking care of themselves, others and the world.

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.
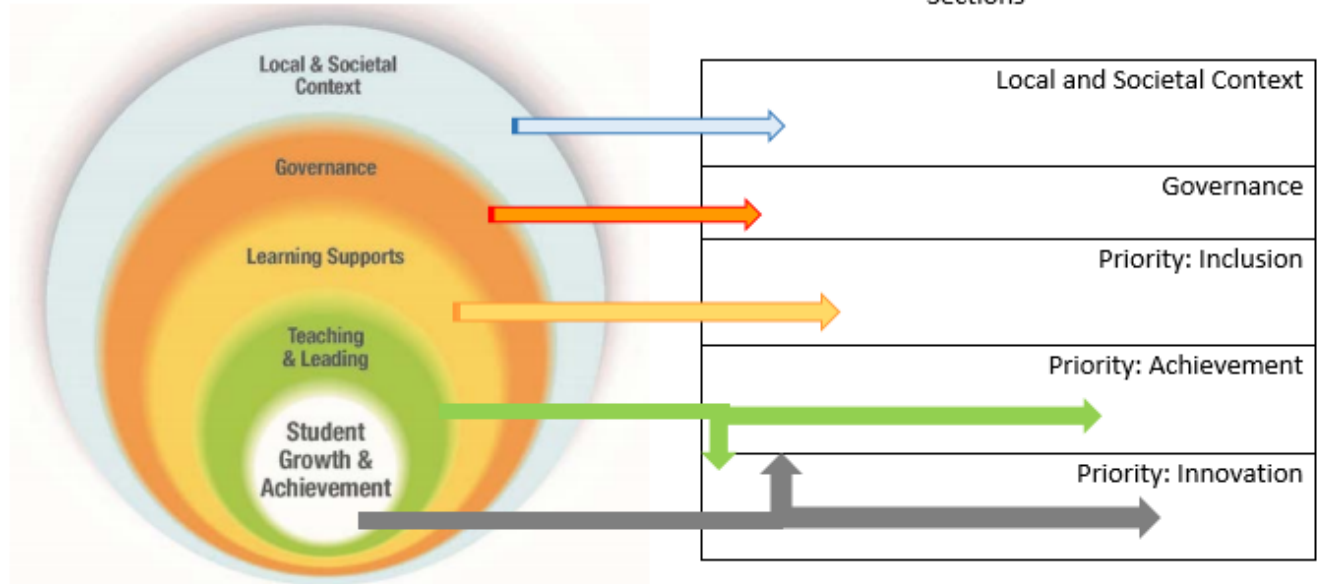
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ASSURANCE PLANNING

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

- Local & Societal Context
- Governance
- Learning Supports
- Teaching & Leading
- Student Growth & Achievement

- Local and Societal Context
- Governance
- Priority: Inclusion
- Priority: Achievement
- Priority: Innovation

SCHOOL CONTEXT

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

- Demographic: a variety of social economic communities
- Diverse cultural backgrounds
- 320 students
- Approximately 45 staff
- EEP (Early Education Program—3 and 4-year-olds)
- Kindergarten
- Gr. 1—5
- Two Divisional Programs: Parker's Place and DLA
- Strengths: Staff Collaboration, medium sized school, tight north side community, parental involvement, School Council; strong parent/teacher relations
- Challenges: complex student needs, significantly large learning gaps, COVID related impacts.

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.

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

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
Staff use evidenced-informed instruction to meet the literacy needs of all learners.	• F&P data • UDL Guidelines • Writing Continuum • Workshop model	• Providing students with multiple ways to learn and demonstrate understanding • Response to Intervention • Use data from F&P to inform instruction • Teachers or students use Writing Continuum to identify strengths and next steps in learning • BOOST	• Fountas & Pinnell (progress in reading skills) • Students can identify strengths and next steps to achieve learning goals
School wide approach to the improvement of numeracy skills	• MIPI data and Foundational Skills interview • Building Fluency Kit • Number Talks	• Use data from MIPI to inform instruction	• Demonstrate strong understanding of number fluency • Increase of student fluency
Staff incorporate Indigenous Ways of Knowing into their planning and instruction	• Elementary Indigenous Education Teacher Melanie Morrow • John Chief Calf • Division PL Materials • School-Based Committee and teacher leads	• TEAMs announcements with Melanie Morrow • School-wide PL supporting capacity building and understanding • • Incorporate Indigenous understandings cross-curricular • • Authentic experiences (hands-on learning, guest speakers, field trips)	• Increase in staff feeling of competence to support Indigenous Education • Indigenous Education is incorporated into cross-curricular learning • Pride in students to share culture
School-wide focus on safety and well-being	• Teacher Counsellor • Community Supports	• COVID procedures and protocols • Strategies to build trust and connection are used in classrooms and the school	• Students feel safe at school.

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 an services

Goal	• Study/Resources	Strategies	Measures
Identify and remove barriers	• Shelley Moore • Division supports • LST • UDL • Admin • Youth Engagement Officer	• Snacks and lunch available • Mental health support available through teacher counsellor • Families needing supports are connecting with Family Support Workers • ELL Translators/supports	• Students have basic needs met • Students are regulated • No stigma to access resources and supports • Strong family connections with school
Continue to support and implement Universal Design for Learning	• Shelley Moore • LST • Teacher Counsellor • UDL Guidelines • Sandi (LCF) • Admin • Mackenzie Penner • Trauma Informed Practice	• LST—support within classrooms and work alongside teachers and support staff • Teacher Counsellor—universal, targeted and individual supports for students; provide information and support to teachers • Multiple ways for students to explore and demonstrate understanding	• Regulated & focused classrooms • Common language
Promote and support a safe and caring learning environment	• PL focused on wellness • Division Indigenous Education lead teacher	• Universal and targeted instruction focus on wellness • Strength-based model of instruction • Push-in support model • Self-regulation spaces • Leadership opportunities • Promotion of different cultures within school	• Staff feel supported in their instructional practice • Students feel safe and cared for at school • Our School Survey results • Pride in identity; students show respect and appreciation for diversity
Classroom support plans (create classroom environments which supports learning for all)	• UDL Guidelines • Zones of Regulation • Inclusion book study - Carla Shalaby—*Trouble Makers*	• Use of visuals for students (schedules, vocabulary) • Regulation tools available to students • Self-Regulation strategies used with students • Technology supports available	• Students are successful academically and social/emotionally • Students are regulated Instruction at students' instructional level

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.

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Performance Measures
Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	• Inquiry templates • PL Materials	• Time scheduled for collaborative groups • Meetings with administration • Embedded time on PL days	• Staff engagement • Current instructional practices based on research implemented in classrooms • Reflection meetings
Responsive Instruction	• MIPI data to inform instruction • UDL • Workshop Model • F&P data to inform instruction	• Using response to intervention to guide instruction • UDL • Learning Team Meetings • Collaboration with grade teams • Workshop Model	• Fountas & Pinnell • MIPI • Writing Continuum
Increase investment and use of Makerspace and Learning Commons	• Curriculum Resource Centre • Learning Commons Facilitator • PL opportunities	• Embedded time for Maker activities • Maker Spaces are used to promote creativity, innovation and collaboration • Maker Stations used in classrooms and the LC; supported by LC facilitator • Student leadership opportunities	• Utilization of Maker activities • Student reports and engagement • Teacher engagement