

Park Meadows School



2017/18 Three Year Education Plan

and

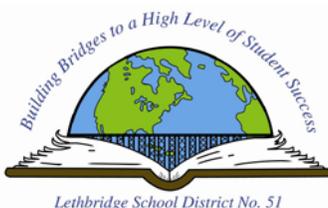
2016/17 Results Report

Vision Statement

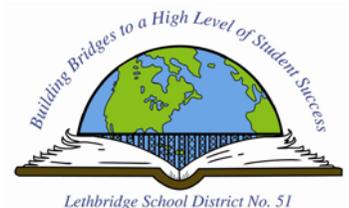
Our learners are innovative thinkers who are successful, confident, and caring.

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.



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PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

Lethbridge School District Priority: Supporting Student Achievement.

OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
 - Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

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

Strategies (Priorities)

1) **Writing Strategies:** Through a peer-to-peer Learning Support Coaching Model, we will develop Writer's Workshop 'best practices' using a variety of researched resources such as Lucy Calkins' Units of Study, Dr. Robin Bright's "Write from the Start", Adrienne Gear's "Writing Power", and Jennifer Serravallo's and "Writing Strategies Book" and "Reading Strategies Book". These practices will:

- a) deepen our understanding/skills in teaching writing using a Writer's Workshop format as a foundation through a coaching model with support from LST, Teachers, and Vice-Principal, and Principal;
- b) provide guided practice for supporting all students in reading and writing; and
- c) provide targeted professional learning for teachers through school based & district-wide professional learning activities (August 2017, October 2017, November 2017, February 2018, and May 2018)
- d) reinforce Teacher Professional Growth Plan goals & inquiry questions through monthly review meetings with Admin
- e) highlight the importance of the *writing process* by promoting student's Literacy work (particular writing) on bulletin boards (highlight **process** over product). I.e. Show off all stages of writing (brainstorming, drafting, editing, conferencing, ...), not just the final "published" final draft.

2) **Literacy Resource Room:** Continue to develop the Literacy Resource Room (in-service for all staff, tracking of utilization, purchase the Grade 1 "Literacy Place"). This room houses all our resources for Literacy instruction.

3) **LLI:** Use targeted intervention strategies, such as LLI (Leveled Literacy Intervention) with students that require extra reading practice to its fullest extent (through a blended model characterized by "push-in" interventions in the classroom and a "pull-out" interventions out of the classroom).

Strategies (On-going)

- Continue to work with the District Literacy Lead Teacher to improve teacher practice through multiple day residencies (throughout the year & January – February)
- Continue to use Fountas and Pinnell (Reading Benchmark Assessment System) as a formative assessment tool.
- Develop, coordinate, and articulate a school-based literacy plan that focuses on assessment in the language arts domains. Provide consistency across the grades using common resources and assessment tools (Lucy Calkins, Scholastic, Daily 5, Literacy Place, guided reading materials, Spelling City, phonics programming, Reading A-Z, Words their Way)
- Maintain school-based funding to provide embedded time for professional learning communities.
- Continue to analyze data on student achievement and continue to provide targeted and universal supports.
- Provide universal and targeted supports through our FNMI Liaison (language and culture, weekly family connections, drumming circles with elders, Art Gala).
- Utilize the Wilson Middle School Leadership Class as buddy readers.

PROVINCIAL GOALS

- Success for every student.

Lethbridge School District Priority:

Supporting the implementation of Initiatives designed to develop innovative thinkers

OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

Performance Measures

- Students are taught attitudes and behaviors that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

Strategies (Priorities)

1) **Learning Commons:** Expand our understanding of how to most effectively develop our Learning Commons using input gathered from our learning commons committee, staff, and student leaders. Our main focuses will be:

- a. the development of this central space into a learning hub where classes and student groups of varying sizes come to collaborate, innovate, and learn in order to better understand what a *Learning Commons* truly is.
- b. effective use of MakerSpaces (engaging centres where students can be creative, inventive, and learn to discover), ensuring curriculum objectives and competencies are at the forefront
- c. technology integration through student laptops, ipads, interactive whiteboards, and new Ipad Search stations with a healthy mindset that learning writing, spelling, and mathematics are best learned in a blended model that balances “old” technologies (paper and pen) with “new” technologies (laptops, iPads, etc...)
- d. Increasing use of this space – how do we attract teachers to this space?

2) **Alberta Education Competencies:** Support teachers in taking risks in developing material that attends to the Alberta Education Competencies (Critical Thinking, Problem Solving, Managing Information, Creativity & Innovation, Communication, Collaboration, Cultural and Global Citizenship, Personal Growth and Well Being). This will begin by:

- a. Providing useful and meaningful information regarding the competencies for our staff. While they understand the competencies and how they are reaching them on a basic level, they would like to know more so they can dig deeper into developing relevant student activities and learning opportunities. (Professional Development aimed at this through SAPDC)
- b. Taking a close look and survey teachers as to how they can be supported by administration to develop further in this area

3) **Celebration of Innovation:** Celebrate our progress and student growth in the area of innovation. This will be done throughout the school year, during assemblies, using displays, and in school-wide, multi-aged events such as Science Fair, Genius In Me Hour, FNMI Art Gala, and our school Talent Show. Activities will be student generated and led.

Strategies (On-going)

- Continue to articulate and live out our vision statement: *Park Meadows School's 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.*
- Standardize iPad apps and develop a teacher bank of apps that support numeracy and literacy instruction

PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership
- Engaged and effective governance

Lethbridge School District Priority: Supporting Student Diversity

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

Performance Measures

- 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.

Strategies (Priorities)

1) **Provide Writing Supports:** Provide universal supports for all learners with the writing process (resources, intervention – small group and individual, staff Professional Learning opportunities, Response to Intervention Meetings)

2) **Develop Skills Program:** Continue to develop the skills program within an inclusive setting to support students with diverse needs. Provide access to the Snoezlen Room, supports for academic, social and emotional growth, music therapy, specialized supports and services, regular programming within the child's "homeroom" setting, and introduce "Break Bins" for self-regulation for all students.

3) **Develop Citizenship Skills:** Provide opportunities for children to develop citizenship skills through:

- a. The creating of a service learning committee in which staff and student generated ideas will be carried through to fruition throughout the course of the school year. These ideas will be geared at helping our community of Lethbridge, or national/international events such as natural disasters.
- b. Student entrepreneurship through fundraising efforts, supporting our inclusive fundraising playground build, or community groups that are identified throughout the year (Make A Wish Foundation, for example)
- c. Working with staff and Lethbridge Family Services to support refugee families who require modifications in programming. Provide opportunities for students to develop a stronger English language base by participating with younger students as helpers.
- d. Student-led assemblies
- e. Creating mentorship opportunities within multi-aged groupings throughout all grade levels. I.e. Reading buddies with older and younger students, leadership roles for the Grade 3 and 5 students in their respective 2/3 & 4/5 multi-age classrooms).

Strategies (On-going)

- Continue hosting the Roots of Empathy Program for our students.
- Develop the use of PODD communication systems for children requiring it in EEP, Kindergarten, and the Skills Program
- Develop 15 kits to support children needing supports for fine motor control. Use the kits in school and with families (sending home as extra practice)

Accountability Pillar Results

Data collected: February & March 2017

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Park Meadows 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	89.5	91.5	92.7	89.5	89.5	89.3	Very High	Maintained	Excellent
	Program of Studies	77.3	89.4	87.0	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Education Quality	92.6	94.2	95.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.3	90.8	90.5	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	86.0	87.3	90.3	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.9	82.6	83.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.1	87.2	84.5	81.4	81.2	80.2	Very High	Maintained	Excellent

Highlights

- 6 out of 7 categories meet or exceed the Provincial Average:
 - Safe & Caring
 - Education Quality
 - Work Preparation
 - Citizenship
 - Parental Involvement
 - School Improvement
- Parental Involvement has increased since the previous year and is also above the provincial average.
- From the "Tell them from Me" survey (now known as the "OurSchool" Survey), results indicate that students find the classroom instruction is well-organized, rigorous, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Also, students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students also indicate on the OurSchool survey that they feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students also indicated that they feel that *choice* is the most important quality when engaged in Writer's Workshop and when searching for books in our Learning Commons. They also indicated that they like learning new writing strategies. They also indicate that they are most creative during "Genius Hour" sessions.

Challenges to Address

- Within our Student Learning Opportunities – "Program of Studies", we have dropped from 89.4% (2015-2016) to 77.3% (2016-2017) and we are under the 81.9% Provincial average in this category. Perhaps we need to address how the program of studies is promoted at Park Meadows and how we can help our students, parents, and community members better understand the purpose and meaning of our Province's Program of Studies.
 - Perhaps we should ask ourselves the following questions:
 - How accessible is the Program of Studies (the Provincial Curriculum) to our stakeholders (students, teachers, parents, community members)?
 - How can we as a school make the Program of Studies more meaningful to our stakeholders?
 - Has moving to a multi-age classroom configuration model (first introduced in the 2015-2016 school year) impacted understanding of the curriculum for all stakeholders?
 - Can our Writing Focus help to increase the awareness of our Province's Program of Studies?
- Students indicated on the OurSchool survey that they would like more opportunities mentoring each other (older students with younger students).