

# Park Meadows School



## 2018/19 Three Year Education Plan

and

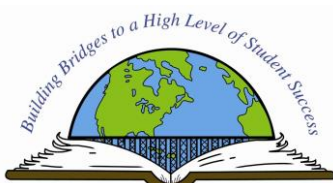
## 2017/18 Results Report

### Vision Statement

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

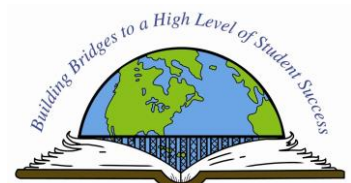
### Mission Statement

**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.**



Lethbridge School District No. 51

[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



Lethbridge School District No. 51

## PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
- System is inclusive
- Quality teaching and school leadership.
- System is well managed.

## Lethbridge School District Priority: Achievement.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- First Nations, Metis and Inuit (FNMI) student achievement will continue to progress towards meeting or exceeding provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success
- Collaborative structures build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning
- The school demonstrates collaboration and engagement

### 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
- Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

### Strategies (Priorities)

#### 1) Sacred, Uninterrupted Literacy Learning Time:

- 8:30am – 10:00am – School Wide
- Gr. 1, 2, 3: 120+ minutes each day (4 to 5 times a week)
- Gr. 4, 5: 90+ minutes each day (4 to 5 times a week)

#### 2) Writing, Reading, Word Work:

- through a peer-to-peer Learning Support Coaching Model (5 Teachers who attend the Lucy Calkins Writing Institute, Learning Support Teacher (LST), Teachers, Vice-Principal, and Principal, District Literacy Lead Teacher), 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 "Writing Strategies Book" and "Reading Strategies Book".
- targeted Professional Learning (PL) for support staff and teachers through school based & district-wide professional learning activities (August 2018, October 2018, November 2018, February 2019, March 2019 and May 2019)
- whole-grade levelled intervention ("Literacy Switches") – LLI (Levelled Literacy Intervention), Reading Strategies, Word Work

#### 3) Numeracy:

- develop skills & understanding in Math Fluency and "Number Talks" by engaging teachers in two different Numeracy Residencies with the District Numeracy Lead Teacher (Gr. 4/5 – October, November, April). Investigate best-practices in a *Numeracy Workshop* model.
- targeted PL for teachers through school based & district-wide professional learning activities (February 2019, March 2019 and May 2019)
- provide login credentials for software programs (Mathletics, RAZ Kids) for parents so they can reinforce student learning at home.

### Strategies (On-going)

- **Literacy Resource Room:** Continue to develop the Literacy Resource Room. This room houses all our resources for Literacy instruction.
- **LLI (Levelled Literacy Intervention):** Use targeted intervention strategies, such as LLI with students that require extra reading practice to its fullest extent (through a blended model characterized by "push-in" and "pull-out" interventions in the classroom).
- **Writing Process:** 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.
- **Residencies:** Continue to work with the District Literacy Lead Teacher to improve teacher practice through multiple day residencies
- **Fountas & Pinell (F&P) Assessments:** Continue to use F&P as a formative assessment tool and analyze student data to better individualize student instruction.
- **Literacy Plan:** 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, Literacy Place, Guided Reading materials, Spelling City, Michael Heggerty Phonemic Awareness programming, Reading A-Z, Words Their Way, Eye Assessments, Hanen Training for Support Staff and Teaching Staff)
- **FNMI (First Nations Metis Inuit):** Provide universal and targeted supports through our FNMI Liaison (language and culture, weekly family connections, drumming circles with elders, Art Gala).

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## Lethbridge School District Priority: Innovation

### 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 capable of accessing, sharing and creating knowledge.
- A breadth of high quality programs provide opportunities for students to explore and grow as learners.

## Performance Measures

- Opportunity for students to receive a broad program of studies,
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

## Strategies (Priorities)

### 1) Learning Commons Philosophy:

- expand our understanding of how to most effectively develop our Learning Commons using input gathered from our Learning Commons committee, staff, parents, and students. Increase the use of the space in order to support innovative learning of all students and develop student learning independence.
- 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 – Check out our new Lego Wall!

### 2) The New Teaching Quality Standards (TQS) and soon-to-be New Concept-Based Provincial Curriculum:

- engage teaching staff in targeted Professional Learning (PL) to better understand TQS & New Curriculum (August 2018, October 2018 – homegrown PL: Support Staff – sign language lessons, mental first aid; Teachers – Writers' Workshop Café by teachers for teachers, May 2019)
- reinforce Teacher Professional Growth Plan through the Inquiry Method & Generative Dialogue that is embedded in teaching schedule with 3 review meetings with Teachers & School Leaders (October 2018, January 2019, May 2019)
- utilize our school's Pineapple Board to share best teaching practices

### 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 Christmas Concert, Science Fair, Genius-In-Me Hour, 1 District 1 Book, Lethbridge Music Festival, FNMI (First Nations Metis Inuit) Art Gala, Market Day, and our school Talent Show.

## Strategies (On-going)

- **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:
  - 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. (PL aimed at this through Southern Alberta Professional Development Consortium)
  - Taking a close look and surveying teachers as to how they can be supported by school leaders to develop further in this area
- **Our Motto:** 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.

## PROVINCIAL GOALS

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## 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

- 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) Accessibility for all students – “Universal Design for Learning” (UDL):

- Flexible Groupings: - whole-grade level interventions in literacy (“Literacy Switches”)
- Student Choice: - “Genius in Me”, “Market Day”, Writing genres in Writers’ Workshop.
- expand our understanding & developing our skill how to best meet the needs of all learners with an inclusive education mindset (Professional Learning (PL) for all staff, curricular accessibility for all students, adapt the learning environment to meet the student’s needs, Zones of Regulation, Parker’s Place flexible model)

### 2) Develop Parker’s Place Program:

- continue to develop our unique program within an inclusive setting to support students with diverse & intensive needs.
- provide access to the Snoezlen Room for any student that needs it (in our school or for our community partner schools), supports for academic, social and emotional growth, music therapy, specialized supports and services, regular programming within the child’s homeroom setting.
- celebrate our new All-Inclusive, All-Accessible Playground and continue adapted Physical Education (PE) classes.

### 3) Develop Citizenship Skills:

- connect with our community by supporting a variety of initiatives or community groups that are identified throughout the year (Letters of Hope with Chinook Regional Hospital, Senior Centre Community Connection)
- 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.
- creating mentorship opportunities within multi-aged groupings throughout all grade levels. (eg’s: 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)

- **PODD:** Develop the use of PODD (Pragmatic Organization Dynamic Display) communication systems for children requiring it throughout the school.
- **Service Projects:** 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 are aimed at helping our community of Lethbridge, or national/international events such as natural disasters.
- **Our Motto:** 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.
- **Healthy Food:** continue to provide breakfast and lunch programs for any student. Hand out fruit to anyone that needs it as part of District-wide healthy eating initiative.

# Accountability Pillar Results

## Combined 2018 Accountability Pillar Overall Summary

Data collected: February & March 2018

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	89.0	89.5	92.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.5	77.3	85.1	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	90.4	92.6	94.0	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	77.5	83.3	89.7	82.4	82.7	82.4	Intermediate	Declined	Issue
	Citizenship	84.1	86.0	88.3	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.2	83.9	83.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.2	84.1	85.6	80.3	81.4	80.7	Very High	Maintained	Excellent

## Highlights

- 5 out of 7 categories meet or exceed the Provincial Average:
  - Safe & Caring
  - Education Quality
  - Citizenship
  - Parental Involvement
  - School Improvement
- Student Learning Opportunities – Program of Studies – percentage increased from 77.3% (2016-2017) to 81.5% (2017-2018).
- Parental Involvement percentage increased from 83.9% (2016-2017) to 85.2% (2017-2018).
- School Improvement percentage increased from 84.1% (2016-2017) to 86.2% (2017-2018).
- From the “OurSchool” Student Survey (Gr. 4 & 5 students-May 2018), 86% of students indicated that their writing had improved “a lot” or “a little”. This is great news!
- Also, students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students also indicated on the OurSchool survey that they enjoy taking part in school clubs and activities.

## Challenges to Address

- Preparation for Lifelong Learning, World of Work, Citizenship.
  - We recognize that the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school has declined 83.3% (2016-2017) compared to: 77.5% (2017-2018). Perhaps we can consider the following questions:
    - How can elementary school better prepare students for the world of work?
    - What are we doing now to prepare students for lifelong learning now and beyond their elementary years?
    - Are our Service Learning Projects worthwhile and do they promote effective citizenship?
- Students indicated on the “OurSchool” survey (May 2018) that they feel accepted and valued by their peers and by others in our school but the statistics indicated it is under the National Average (65% of students at Park Meadows had a high sense of belonging; the Canadian norm at this age (Gr. 4/5) is 86%).