

Park Meadows School



2019/20 Three Year Education Plan

and

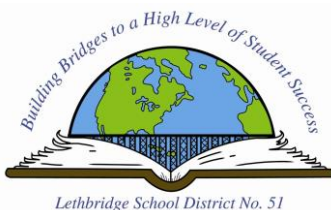
2018/19 Results Report

Vision Statement

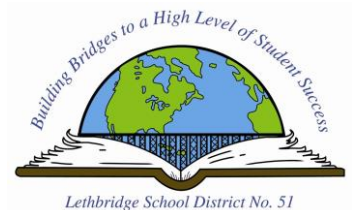
Our learners are innovative thinkers who are successful, confident, and caring.

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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Lethbridge School District Priority: Achievement.

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.

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) Numeracy:

- develop skills & understanding in Math Fluency through targeted professional learning (such as Number Talks, Numeracy Workshop model, Math Recess) at staff meetings, school based & district-wide PL days, Division Numeracy Lead Teacher, and teachers learning from each other.

2) Literacy:

- use targeted intervention strategies, such as Levelled Literacy Intervention, BLITZ, Precision Reading with students that require extra reading & writing practice

3) Inquiry:

- engage staff, parents, and students in the reflective inquiry process in order to support student success through engagement and generative dialogue:
 - Staff: generative dialogue, staff engagement
 - Parents: school council, parent meetings
 - Student: conferencing (small group, one-on-one)

4) FNMI:

- Collaborate with staff, John Chief Calf (Division FNMI Coordinator), and outside agencies to incorporate FNMI understandings & culture in everyday learning (Indian Battle Park – PL event – November, Blackfoot word-of-the-day, Hand-games, storytelling)

Strategies (On-going or Established)

- Uninterrupted Literacy Time - Grade levels determine a common time where direct literacy instruction is taking place across the grade level: 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)
- Writing Process: highlight the importance of the *writing process* by promoting student's Literacy work (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 & Continue Writer's Workshop within literacy instruction
- provide login credentials for software programs (Prodigy, RAZ Kids) for parents so they can reinforce student learning at home.

Lethbridge School District Priority: Innovation

PROVINCIAL GOALS

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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:

- Continue to increase the use of the space in order to support and celebrate innovative learning of all students (such as Writing Celebrations, Parker's Place Communication Circles, Maker Space events, Poetry Café, Book Exchanges, modelling effective best fit book choice).

2) The New Teaching Quality Standards (TQS) and future Concept-Based Provincial Curriculum:

- staff will engage students with a lesson, unit, or subjects throughout the 2019-2020 school year that focuses on the new curriculum.

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 Genius-In-Me Hour, Celebration assemblies, Lethbridge Music Festival, FNMI (First Nations Metis Inuit) Art Gala, Market Day (Dec. 13, 2019), "Celebration of Learning" (March 2020), and our school Talent Show (Feb. 13).

Strategies (On-going or Established)

- **Our Motto:** Continue to articulate and live out our motto: Take care of ourselves, each other, and this place.
- **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).

PROVINCIAL GOALS

- Alberta's students are successful.
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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) & “Response to Instruction” (RTI²)

- enrich RTI² by increasing the number of RTI Meetings throughout the year in order to help staff reflect on interventions.
- expand our UDL understandings & skills 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, “Kids do best if they can”)

2) Develop Citizenship Skills:

- working with staff and students to develop citizenship skills (Park Meadows Motto: Care of Self, Others, and our Place, Northern Lights Event, Nordbridge Senior Citizens Association)

Strategies (On-going or Established)

- PODD: Develop the use of PODD (Pragmatic Organization Dynamic Display) communication systems for children requiring it throughout the school.
- 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.
- Teachers working closely with Learning Support Teacher in Parker's Place to build, plan, assess for instructions for all students, especially for students enrolled in Parker's Place.
- 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).
- Student Choice: - “Genius in Me”, “Market Day”, Writing genres in Writers' Workshop, after school clubs
- Letters of Hope with Chinook Regional Hospital, Senior Centre Community Connection

Accountability Pillar Results

Combined 2019 Accountability Pillar Overall Summary

Data collected: February & March 2019

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 6447 Park Meadows School



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	86.9	89.0	90.0	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	83.4	81.5	82.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	91.8	90.4	92.4	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	82.1	77.5	83.9	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	82.5	84.1	85.8	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	75.8	85.2	83.9	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	82.1	86.2	85.9	81.0	80.3	81.0	Very High	Maintained	Excellent

Highlights

- Preparation for Lifelong Learning, World of Work, Citizenship increased from 77.5% (2017-2018) to 82.1% (2018-2019).
- The following categories meet or exceed the Provincial Average:
 - Program of Studies
 - Education Quality
 - School Improvement
- Work preparation increased significantly from 2017-2018 (77.5%) to 2018-2019 (82.1%).
- Program of Studies increased into the “Very High” category in 2018-2019 as compared to the 2017-2018 when it was just “high”.

Challenges to Address

- Although we have increased in some areas on the APORI results, we are under the provincial average in others. Particularly, we are curious about improving “Parental Involvement”. What might be some of the ways we address this:
 - Our Administration has begun collecting qualitative data from parents about this very issue. Through the mode of formal surveys and casual conversations, data is being collected from parents to see what areas parents wish to get more involved with at school. Some other ideas to increase parental involvement include, but not limited to, the following:
 - Websites, phone homes, pod casts
 - Attending parenting information sessions (Jodi Carrington Learning events)
 - After school and evening activities – Holiday Family Movie Night, Pancake Breakfast