

# Park Meadows School



## 2020/21 Three Year Education Plan

### 2019/20 Results Report

#### Vision Statement

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

#### Mission Statement

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.



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



## 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

### 1) Literacy & Numeracy:

- develop skills & understanding in Math Fluency through targeted professional learning (such as Number Talks, Numeracy Workshop model, MIPI) at staff meetings, school based & district-wide PL days, Division Numeracy Lead Teacher, and teachers learning from each other. Continue with Numeracy Plan and review each year.
- use targeted intervention strategies, such as Levelled Literacy Intervention, BLITZ, Precision Reading with students that require extra reading & writing practice, and Lucy Calkins Reading and Writing Units of Study. Continue with Literacy Plan and review each year.

### 2) Wellness:

- engage staff and students in wellness activities through the lens of Trauma Informed Practice and build resiliency in all school stakeholders (students, staff, parents):
  - Using the resources of collaboration & Professional Learning, Park Meadows aims to dig deeper in the area of Trauma and fostering resiliency. Here is a list of resources we will access:
    - Kathy Mundell (Director of Counselling)
    - Book Club - Kristin Souers & Pete Hall's book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*
    - Jody Carrington's book *Kids These Days*
    - Jody Carrington's presentation to Park Meadows – May 2021

### 3) Indigenous Education:

- collaborate with Melanie Morrow (Indigenous Elementary Educator) and outside agencies to incorporate Indigenous understandings & culture in everyday learning and incorporating Teaching Quality Standard #5 into practice.
  - Videos, newsletters, and weekly live TEAMS announcements with Melanie Morrow to build Teacher Capacity Building, observe Orange Shirt Day and Rock your Mocs Day)

## Lethbridge School District Priority: Innovation

### 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 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

### 1) Learning Commons Philosophy:

- continue to increase the use of the space (where possible during COVID-19 pandemic) 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) Thinking Routines & Inquiry Based Learning:

- use various thinking routines in staff meetings, professional learning days, daily announcements to all students, and classrooms to model effective thinking strategies for staff and students. Use the following thinking routines & inquiry-based learning strategies throughout the school:
  - *Chalk Talk*
  - *3-2-1 Bridge*
  - *See Think Wonder*
  - *Headlines*
  - *I used to think ... now I think*
  - Revisit "The Learning Pit" (by James Nottingham) throughout the year with staff and students.
  - Engage in Inquiry Based Teacher Professional Growth Plans and Generative Dialogue throughout the year not only on Professional Learning Days & in Staff Meetings but also in day-to-day conversations.

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

- staff will engage students with a lesson, unit, or subjects throughout the 2020-2021 school year that focuses on the new curriculum.

## PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta's system supports FNMI student success
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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

### 1) Accessibility for all students – “Universal Design for Learning” (UDL) & “Response to Instruction” (RTI<sup>2</sup>)

- enrich RTI<sup>2</sup> 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”, Trauma informed practice)

### 2) Develop Citizenship Skills & Wellness:

- working with staff and students to develop citizenship skills:
  - Parker's Pride/Positive Awards: Park Meadows Motto: Care of Self, Others, and our Place.
  - Student Wellness Conference – Grade 4 & 5 Students (considering school wide event during COVID pandemic)
  - Nordbridge Senior Citizens Association (*through cards & videos this year*),
  - Daily morning Announcements via TEAMS:
    - “Indigenous Lessons Monday” (with Melanie Morrow – Indigenous Elementary Educator)
    - “Wellness Wednesdays” (with Alex-Ann Mulner – Teacher/Counsellor)
    - “Learning Commons Lessons Fridays” (with Sandi Zam – Learning Commons Facilitator)
  - Staff 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.
  - Using the resources of collaboration & Professional Learning, Park Meadows aims to dig deeper in the area of Trauma and fostering resiliency. Here is a list of resources we will access:
    - Kristin Souers & Pete Hall's book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*
    - Jody Carrington's presentation to Park Meadows – May 2021

# Accountability Pillar Results

Combined 2020 Accountability Pillar Overall Summary

Data collected: February 2020



Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
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	<a href="#">Safe and Caring</a>	83.6	86.9	88.4	89.4	89.0	89.2	Intermediate	Declined	Issue
	<a href="#">Program of Studies</a>	81.1	83.4	80.8	82.4	82.2	82.0	High	Maintained	Good
Student Learning Opportunities	<a href="#">Education Quality</a>	87.9	91.8	91.6	90.3	90.2	90.1	High	Maintained	Good
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	<a href="#">PAT: Accessible</a>	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	<a href="#">Diploma: Accessible</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	62.8	82.1	80.9	84.1	83.0	82.7	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	79.1	82.5	84.2	83.3	82.9	83.2	High	Declined	Acceptable
	<a href="#">Parental Involvement</a>	81.4	75.8	81.6	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	85.2	82.1	84.2	81.5	81.0	80.9	Very High	Maintained	Excellent

## Highlights

- We continue to maintain excellent standing in “School Improvement” and moving forward in our priorities. Here we rate in the “Very High” category and have the highest rating in three years at 85.2%
- Parental involvement has increased this past year from 75.8% in 2018-2019 to 81.4% in 2019-2020.
- The following categories continue in the “high or “very high” category:
  - Program of Studies
  - Education Quality
  - Citizenship
  - Parental Involvement
  - School Improvement

## Challenges to Address

- Work preparation decreased significantly in 2019-2020 (62.8%) – lowest in three years. 2018-2019 (82.1%); 2017-2018 (77.5%). Is Genius Hour effective? What else can we do to bring awareness to Work Preparation in an elementary school setting?
  - Bring in Guest Speakers (virtually where possible) – highlight different careers
  - Other ideas?
- Although our achievement in Citizenship continues to be in the “high” category, we have decreased year-over-year in the last three years. How can we motivate our students to help them better understand Citizenship and its positive impacts on life-long learning, empathy, and caring. Perhaps, we need to consider linking it to our Motto: “Care for yourself, care for others, and care for our place”.
- The Accountability Pillar survey results indicate that we have decreased in achievement in the area of “Safe & Caring”. We are have declined from “Good” to “Intermediate”. This will be a good question to pose to all stakeholders at Park Meadows (students, parents, and staff) and determine how we can promote a Safe & Caring school.