

# Park Meadows Elementary



## 2020/21 Annual Education Results Report

### School Vision Statement

At Park Meadows we 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.

## Accountability Pillar Results

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	79.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	75.2	79.1	81.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	87.9	90.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.7	81.4	80.8	79.5	81.8	81.4	n/a	n/a	n/a

## Highlights

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- Over 85% of respondents indicate that Park Meadows is providing Quality education to their children. This indicates a confidence from the community of our school in regards to student learning.
- 84% of respondents indicated that Park Meadows is a welcoming, caring, respectful and safe learning. This indicates that families feel that our school is providing an environment that is conducive for learning.
- Parental involvement continues to be high. We would like to build on this and get more parents involved in terms of their child's education in alternative ways such as: school community events, use of technology.
- Citizenship went up this year so we hope to continue to grow in this area as we look at character education programs.

## Challenges to Address

### Challenges

- COVID has impacted the ability for families to enter and really support the school. We continue to include parents where we can but it is a challenge at this time. Under continued COVID-19 restrictions, we feel it will continuously impact our parent community involvement and their connection to the happenings within our building.
- To continue to maintain high standards and high results year to year.

## Lethbridge School Division Priority: Achievement

### OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

## Performance Measures

**1. Student Learning Engagement:** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	107	79.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	86.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	59.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	93.9

### Evaluation

*A few statements about what the school will be doing to improve student learning engagement.*

- Implementation of the Fountas & Pinnell Classroom literacy resources to ensure comprehensive literacy instruction in all classrooms (interactive read-aloud, shared reading, book clubs, guided reading, & word study)
- Engaging and flexible learning spaces for students are available: Maker Space, Learning Commons. A well-resourced Maker Space where students can be involved in innovation and creativity is available to students.
- Attention to classroom environment and professional learning with “Troublemakers” by Carla Shalaby.
- Melanie Morrow provides information and learning opportunities on Indigenous ways of knowing on Friday mornings.
- Special online guests: author visits, scientists in school, UofL destination explore

Performance Measures

**2. Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	111	92.6	116	90.4	114	91.8	119	87.9	108	87.3
Parent	14	84.5	12	77.8	11	87.9	10	75.0	12	83.1
Student	83	94.5	87	95.3	86	92.4	93	93.0	85	89.3
Teacher	14	98.8	17	98.0	17	95.1	16	95.7	11	89.4

Evaluation

*A few statements about what the school will be doing to improve education quality.*

- Quality resources have been purchased for the school in all subject areas—literacy, numeracy, science, social studies, music, art and PE.
- Professional learning is targeted on student inclusion and high standard of teaching.
- Teachers are able to observe one another’s classrooms to gain knowledge on quality teaching practices that can be implemented in their own classrooms.
- 30 minutes of grade level collaborative time will be considered as a strategy for next year and focus will be on quality instruction and implementation in classrooms.

## Lethbridge School Division 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

Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school  
Improvement on the continuum of the Indicators of Inclusive Schools.

- 1. Access to Supports and Services:** The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	107	81.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	87.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	81.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	75.9

### Evaluation

*A few statements about what the school is doing to improve access to supports and services.*

- Learning Support Teachers (LSTs) work with teachers to help students access supports and services within the RTI framework. They also work with teacher and EA teams and division support personnel to help remove barriers to learning. More recently, we have been shifting the role of the LST to working alongside teachers in the classroom to help with instructional planning and strategies, using a UDL approach, to ensure that all students can access curriculum. Part of the LST allocation in each school is designated for ESL support.
- Educational Assistants (EAs) are an important component of our continuum of supports and services as they work closely with teachers in implementing students' ISPs and strategies (regulation, sensory, fine and gross motor, communication, etc.)
- We access the Behaviour Support Team consisting of a teacher and three Advanced Educational Support (AES). They work with school teams to provide universal and targeted supports or, on referral, to help teams support students who are struggling with behavioural challenges. This may involve observation, providing strategies, suggesting environmental adjustments, helping develop a Behaviour Support Plan or WISE Plan, and following up to review plan.
- We also contract services such as music therapy and adapted physical education for students with complex needs.

## Performance Measures

**2. Welcoming, Caring, Respectful and Safe Learning Environments:** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	108	84.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	83.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	75.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	94.6

Evaluation

*A few statements about what the school is doing to make the school welcoming, caring, respectful and safe.*

- We are working on providing a clean, bright and aesthetically pleasing school. We recently had the school painted, ordered new furniture and new lighting was installed to help create a welcoming school.
- Kindness and respect are important in our school and staff treat everyone in this manner.
- We will continue to focus on both staff and student wellness, ensuring staff stay home when ill and take appropriate breaks as required.

**3. Parental Involvement:** Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	27	83.9	29	85.2	28	75.8	26	81.4	23	75.7
Parent	13	70.8	12	83.3	11	72.7	10	78.0	12	62.3
Teacher	14	97.1	17	87.1	17	78.8	16	84.8	11	89.1

Evaluation

*A few statements about what the school is doing to involve parents.*

- Staff is open and willing to engage in communication with parents through TEAMS or other means on a regular basis.
- We have involved parents in online assemblies, meet the teacher, and school and district council meeting to keep as much parent involvement as possible due to covid restrictions
- A monthly newsletter is available to parents who like an update on events happening in the school.

## Lethbridge School Division Priority: Innovation

### OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

## Performance Measures

**1. Citizenship:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	112	86.0	116	84.1	114	82.5	119	79.1	106	75.2
Parent	14	91.3	12	80.0	11	87.0	10	70.0	12	75.4
Student	84	72.6	87	73.5	86	68.7	93	76.3	83	62.8
Teacher	14	94.2	17	98.8	17	91.8	16	91.1	11	87.3

### Evaluation

*A few statements about what the school is doing to encourage and grow citizenship.*

Working with staff and students to develop citizenship skills:

Parker's Pride/Positive Awards: Park Meadows Motto: Care of Self, Others, and our Place.

Daily morning Announcements via TEAMS

"Indigenous Lessons Friday" (with Melanie Morrow – Indigenous Elementary Educator)

"Wellness Wednesdays" (with Alex-Ann Mulner – Teacher/Counsellor)

**2. Lifelong Learning:** Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

### Evaluation

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	26	53.6	29	52.1	27	55.5	25	43.6	20	70.1
Parent	12	50.0	12	45.0	10	47.4	9	27.8	10	71.4
Teacher	14	57.1	17	59.3	17	63.6	16	59.4	10	68.8

*A few statements about what the school is doing to develop lifelong learning.*

- We believe that competencies are very important for life-long learning. We teach and support students in the development of: critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, personal growth and well-being.

## School Priority:

### Performance Measures

- Vision for our school in regards to character education—a committee will be formed.
- Focus on “Troublemakers” by Carla Shalabay, regarding inclusion at each staff meeting and PI days.
- Focus on Thinking Routines from Ron Richart at each staff meeting and PL days.
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