

Park Meadows Elementary



2022/23 Assurance Plan

School Vision Statement

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

Division 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.



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ASSURANCE PLANNING

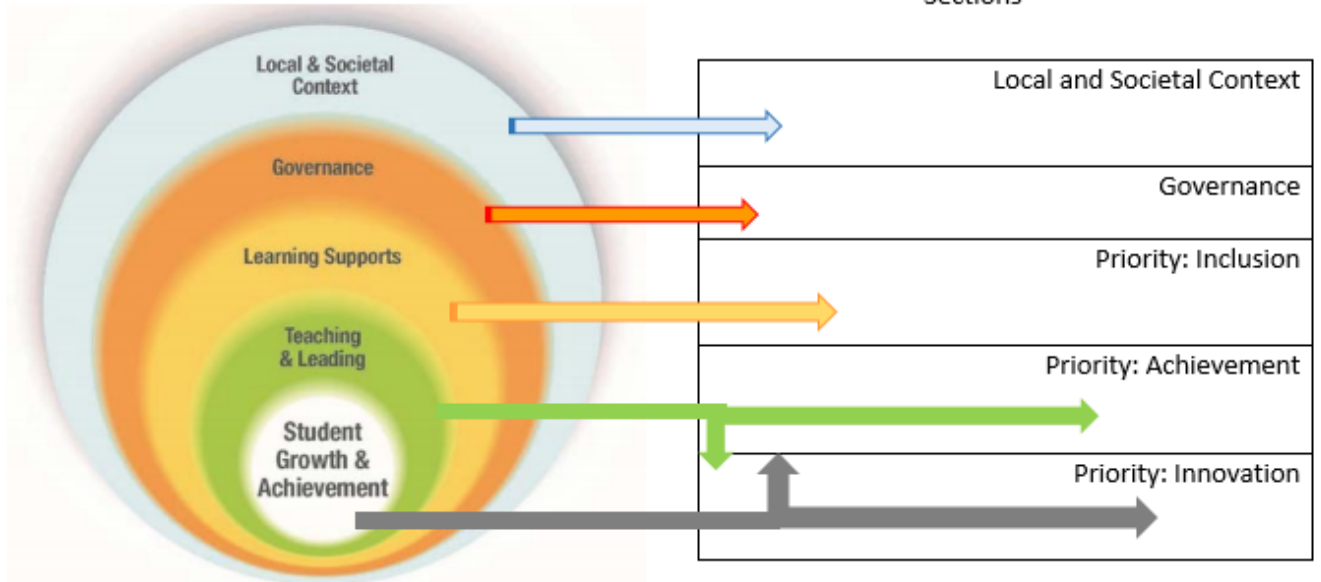
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



SCHOOL CONTEXT

Description of the school context. Eg. Size, grade configuration, demographics (if appropriate), strengths and highlights, challenges.

- Demographic: a variety of social economic communities
- Diverse cultural backgrounds
- 320 students
- Approximately 45 staff
- EEP (Early Education Program—3 and 4-year-olds)
- Kindergarten
- Gr. 1—5
- Two Divisional Programs: Parker’s Place
- Strengths: Staff Collaboration, medium sized school, tight north side community, parental involvement, School Council; strong parent/teacher relations
- Challenges: Some of our challenges include complex student needs, and learning gaps, however, our entire school community ensures that every child receives quality instruction. Teachers learn alongside students during these difficult times and continue to strive for optimal learning for every student. Our goal is to develop citizens of tomorrow that are innovative, inclusive and creative thinkers.

DIVISION PRIORITIES

Achievement Innovation

PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes
 Provincial Assurance Survey measure of citizenship
 Provincial Assurance Survey measure of learning engagement
 High School Completion

Goal	Study/Resources	Strategies	Measures
Build and sustain a literacy rich environment for student learning.	<ul style="list-style-type: none"> • UDL Guidelines • Writing Continuum • Workshop model • F&P data • Decodable books • Phonemic awareness intervention • Heggerty • Making Words and Words Their Way • Supportive technology (speech to text, Book Creator, etc.) • Indigenous Lead Teacher • Literacy Lead Teacher 	<ul style="list-style-type: none"> • Workshop Model for reading and writing • Providing students with multiple ways to learn and demonstrate understanding • Continuation of staff learning with UDL, Visible Thinking, Concept Based Instruction • Use data from F&P to inform instruction • Teachers or students use Writing Continuum to identify strengths and next steps in learning • BOOST 	<ul style="list-style-type: none"> • Fountas & Pinnell (progress in reading skills) • Students can identify strengths and next steps to achieve learning goals
Build and sustain a numeracy rich environment for student learning.	<ul style="list-style-type: none"> • MIPI data and Foundational Skills interview • Building Fluency Kit • Number Talks • Peter Liljedahl's "Building Thinking Classrooms in Mathematics" 	<ul style="list-style-type: none"> • Use data from MIPI to inform instruction • Cross-curricular concept-based planning • Continuation of staff understanding of a variety of frameworks (UDL, Visible Thinking, Concept-Based Instruction) • LST—modelling and collaboration with teachers • Infusion of collaborative, creative and critical thinking 	<ul style="list-style-type: none"> • Demonstrate strong understanding of number fluency • Increase of student fluency

DIVISION PRIORITIES

Inclusion

PROVINCIAL GOALS

- Alberta’s students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

Domain: Learning Supports

OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

Performance Measures

- Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
- Provincial survey measure of student inclusion.
- Provincial survey measure of access to supports an services

Goal	Study/Resources	Strategies	Measures
Build and implement a shared understanding of inclusion.	<ul style="list-style-type: none"> • UDL Guidelines • Zones of Regulation 	<ul style="list-style-type: none"> • Use of visuals for students (schedules, vocabulary) • Regulation tools available to students • Self-Regulation strategies used with students • Technology supports available 	<ul style="list-style-type: none"> • Students are successful academically and social/emotionally • Students are regulated Instruction at students’ instructional level
Use sound pedagogy grounded in best practice/current research based to improve student learning.	<ul style="list-style-type: none"> • Shelley Moore • LST • UDL Guidelines • Admin 	<ul style="list-style-type: none"> • LST—support within classrooms and work alongside teachers and support staff • Teacher Counsellor—universal, targeted and individual supports for students; provide information and support to teachers • Multiple ways for students to explore and demonstrate understanding 	<ul style="list-style-type: none"> • Regulated & focused classrooms • Common language
Build relationships with students to create a welcoming, caring, respectful and school/classroom.	<ul style="list-style-type: none"> • Trauma Informed Practice • Student Support worker 		
Ensure that every student has equitable opportunities to learn.			

DIVISION PRIORITIES

**Achievement
Innovation**

PROVINCIAL GOALS

- Alberta has excellent teachers and school leaders

Domain: Teaching and Leading

OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff will engage in inquiry based professional learning.	<ul style="list-style-type: none"> • Inquiry templates • PL Materials • School staff sharing their own inquiries and professional learning 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups • Meetings with administration • Embedded time on PL days 	<ul style="list-style-type: none"> • Staff engagement • Current instructional practices based on research implemented in classrooms • Reflection meetings
Use our school literacy, numeracy and learning common plans to guide our teaching.	<ul style="list-style-type: none"> • School Literacy Plan— Literacy Lead teacher • School Numeracy Plan— Numeracy Lead teacher • School Learning commons plan—Learning Commons Facilitator • PL opportunities 	<ul style="list-style-type: none"> • Collaborative time for teachers • Embedded time for Maker Space activities that promote creativity, innovation and collaboration • Student leadership opportunities 	<ul style="list-style-type: none"> • Teacher engagement • Utilization of Maker activities • Student reports and engagement
Use data to inform and guide continuous learning for students.	<ul style="list-style-type: none"> • MIPI data to inform instruction • UDL • Workshop Model • F&P data to inform instruction 	<ul style="list-style-type: none"> • Using response to intervention to guide instruction • UDL • Learning Team Meetings • Collaboration with grade teams • Workshop Model 	<ul style="list-style-type: none"> • Fountas & Pinnell • MIPI • Writing Continuum