

Park Meadows School



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2024/2025 Assurance Plan

School Vision Statement

Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

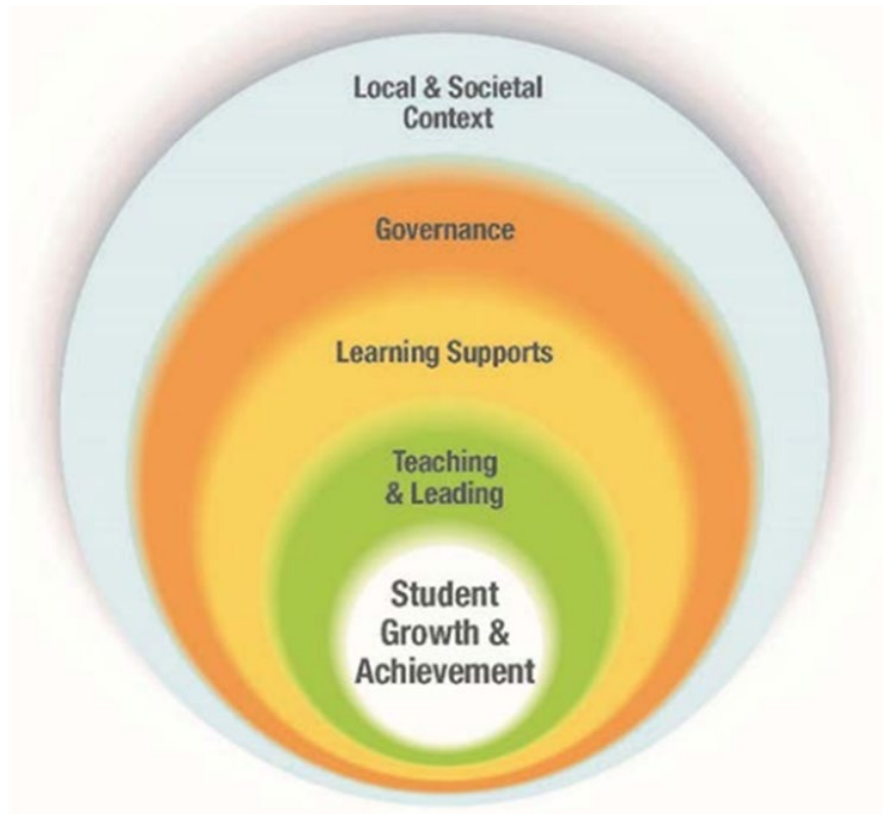
Division Mission Statement: Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens



ASSURANCE PLANNING

OUR VALUES: We are growing, leading and supporting, with a focus on the following:

- Inclusion, Well-being, Learning, Respect and Leadership



SCHOOL CONTEXT

Description of School: enrollment, grades, configuration, number of staff etc.

School Highlights:

Park Meadows Elementary School has an approximately 320 students ranging from Kindergarten through Grade 5. We support approximately 20 students through a morning Early Education Program (EEP). Our educational team is comprised of 14 teaching staff and approximately 24 support staff.

Park Meadows Elementary School is a diverse community of learners that reflect a growing number of cultures, languages and traditions. Our students represent a broad spectrum of strengths and needs, but our school is a place where everyone comes together to learn and grow in a supportive environment that is equitable with heart.

Assurance Domain: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Desired Outcomes

- Foundational Learning
 - **Desired Outcome** - Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.
- Diverse Learning Pathways
 - **Desired Outcome** - Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.
- Effective Assessment
 - **Desired Outcome** - Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.
- Indigenous Student Achievement
 - **Desired Outcome** – Indigenous students thrive in learning environments that nurture and support growth and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey – Student expectations for success.
- Our School Survey – Students who are interested in motivated.
- Our School Survey – Students that value schooling outcomes.

Assurance Measures Where Applicable

- 3-year High School Completion Assurance Survey results and trends.
- 5-year High School Completion Assurance Survey results and trends.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.

2024/2025 Student Growth and Achievement – Area of Focus

What is our desired *outcome*?

- Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What *strategies* will we *implement* to progress toward achieving this outcome?

Through gaining ongoing understanding of our students, their needs, as well as passions and interests we will continue to provide multiple and diverse learning opportunities through programs such as:

Fine Arts: Students again exposure to the arts through unique opportunities such as bucket drumming, more traditional music pathways such as music theory with application to guitar and ukelee, as well as stage performances with skills built through dramatic games and experiences.

Genius Hour: Teachers extend and incorporate their own passions and interests and share with cross graded groups of students. Student choice drives the selection process, and there are multiple sessions throughout the year for students to look forward to.

PRIDE groups: This new initiative allows for cross graded relationships to develop with students and teachers across the school. Focusing on our five key PRIDE traits: Positivity, Respect, Independence, Determination, and Empathy, we engage students in conversations about these values and how they enhance community within our school and their greater communities as well.

Maker Space: An extension of curriculum, this bi-monthly session provides students with the space to apply skills and processes they have acquired in their regular classrooms. A breadth of diverse activities are offered to peak a variety of interests.

Alternative Programming: Access to programs such as music therapy, adapted gym, TakPak, swimming and other opportunities are provided to students whose needs fit the criteria to attend.

Extra Curricular: Providing opportunities like Dungeons and Dragons Club and Grade 5 Basketball. We are looking to also offer volleyball next year.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Park Meadows is proud of the many opportunities that are provided to students to meet their learning needs and expand their experiences. As we move forward, there will be a continued focus on the PRIDE groups. This has been a positive experience for students and staff, and we know it will continue to unlock many more rich experiences blending literacy, citizenship and fostering relationships.

The Learning Commons Committee is already engaged in visioning and planning for the Maker Space sessions seeking thematic alignments with curriculum and extension opportunities for tactic experiences.

As teachers continue to gain familiarity with the new curriculums, they will continue to provide diverse learning experiences in the classroom.

Assurance Domain: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Desired Outcomes

- Respond Effectively to Student Needs
 - **Desired Outcome** – Staff respond effectively to the unique needs of all learners.
- Professional Growth
 - **Desired Outcome** – Staff engage in ongoing professional learning to support optimal student learning.
- Communication and Collaboration
 - **Desired Outcome** – Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

Assurance Measures

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.



2024/2025 Teaching and Leading – Area of Focus

What is our desired *outcome*?

Staff engage in ongoing professional learning to support optimal student learning.

What *strategies* will we *implement* to progress toward achieving this outcome?

Continued incorporation of school values: As a staff, we will continue to explore ways to incorporate our school values into daily life and conversation at Park Meadows. This spring, staff worked to refine and develop a stronger understanding of these values and, as a result, a better understanding of how to support students with their own understanding and application. There is a strong commitment by staff to continue with this endeavor as we see the value in meaningful character education.

Assessment PL: Assessment is going to be a focus for Park Meadows for the 2024-2025 school year. We have a staff member on the report card committee and are committed to reviewing and reflecting on our assessment practices and how these can better inform instruction and be understood by our parent/guardian community.

New Curriculum & Resource: Staff will continue to explore and develop understanding of the new curriculum through attendance at division learning opportunities, collaboration, and implementation of resources.

Indigenous Ways of Knowing: Through connecting with Melanie Morrow, and scheduling Professional Learning sessions for staff, our ongoing commitment to the incorporation of Indigenous ways of knowing will continue.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Staff will continue to be supported through embedded collaboration time in their schedules. In addition, administration will provide and organize rich learning opportunities through school based, division based, and supporting personal choice in areas of interest and exploration.

Assurance Domain: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation

Desired Outcomes

- Safe and Caring Culture
 - **Desired Outcome** – To ensure every person feels valued, respected, safe and welcomed in our school communities.
- Equitable Learning Opportunities
 - **Desired Outcome** – To foster learning environments that enable each student to achieve learning success.
- Active, Healthy Students
 - **Desired Outcome** – To foster the physical, mental and emotional wellness of students to support optimal learning.
- Truth and Reconciliation
 - **Desired Outcome** - School communities take action to advance Truth and Reconciliation.

Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship – Assurance Survey results and trends.
- Our School Survey – Students with a positive sense of belonging results and trends.
- Our School Survey – Students feel safe attending school results and trends.
- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement – Assurance Survey results and trends.
- Education Quality – Assurance Survey results and trends.

Where Applicable

- English as Additional Language 5-year completion rate
- Indigenous student 3-year completion rate Assurance Survey results and trends.
- Indigenous student 5-year completion rate Assurance Survey results and trends.

2024/2025 Learning Supports – Area of Focus

What is our desired *outcome*?

To foster learning environments that enable each student to achieve learning success.

What *strategies* will we *implement* to progress toward achieving this outcome?

Assessment PL: Teachers will engage in professional learning around assessment to become more aware and reflective of assessment practices, how results are interpreted, and next steps for moving forward in instruction. This will also potentially enhance conversations with home about how students are progressing and meeting curriculum criteria.

Looping and collab time: Administration will continue to prioritize embedded collaboration time for grade level teaching teams to co-plan, dialogue, and support each other. Looping contributes to this as teachers have a deeper understanding of their students and are able to enter high level learning opportunities earlier in the school year through this knowledge and in part due to the pre-established relationships already formed.

Small Group Instruction: Teachers and LST will continue to provide small group instruction that is determined through pre-existing and new emergent needs. Groups may be determined by grade level or cross graded scenarios that support literacy, numeracy, communication, or social emotional needs.

What will we intentionally focus on during the 2024-2025 school year to help progress towards achieving this outcome?

Our team will continue to use student-first language and decision-making processes. By continually maintaining our focus on what best serves the learning needs of our students, we will be able to engage in dialogue and learning around the above-mentioned strategies. We have focused on creating documentation (ISP/BSP) that addresses individual learning needs and supports; this will continue to be a priority within our goal.