and

2019/2020 Results Report

## Vision Statement

**Our learners are innovative thinkers who are successful, confident, respectful, 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**

2020/2021 Three Year Education Plan

**Lakeview Elementary School**

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**www.lethsd.ab.ca**

**Lethbridge School District Priority: Achievement**

-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.

-First Nations, Metis and Inuit (FNMI) student achievement relative to provincial standards will improve.

-School administrators are highly skilled in all areas of the provincial 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:

1. Parents feel welcome, included and possess agency to be full partners in their child’s education;
2. Community members feel ownership as collaborative partners in the education of children;
3. Community minded organizations are engaged in collaborative delivery of programs and services to students.

-Effective management of growth and capacity building to support learning spaces and the provision of programs.

OUTCOMES

**PROVINCIAL GOALS**

**. Alberta’s students are**

**successful.**

**- First Nations, Métis and Inuit**

**students in Alberta are successful.**

**- Alberta has excellent teachers,**

**school leaders and school**

**authority leaders.**

**- Alberta’s education system**

**is well governed and managed.**

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- Alberta’s education system is well governed and managed.

**Strategies:**

* Data analysis using Fountas & Pinnell BAS, Math Intervention Programing Instrument (MIPI), math conversations, and the writing continuum will provide information to guide professional conversations and instruction.
* Increase school-wide use of a Workshop format in reading and writing teaching and learning.
* Monthly focus on building Teacher capacity in inclusive practices. Designing learning opportunities for today’s learners. Continually reflecting on being an agile teacher to meet the needs of students whether they are at home or in school.
* Ongoing use of division professional resources including Ell/ Literacy and Numeracy Lead Teachers
* Seek high student math engagement and achievement using responsive teaching practices such as number talks
* Continue to strive for excellence in math pedagogy and practice by supporting teachers’ professional development using math manipulatives at all levels.
* Relentless focus on student learning and growth.

 **Performance Measures**

Students achieve learning outcomes and demonstrate proficiency in literacy and numeracy

Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.

Lethbridge School District Priority: Innovation

- 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.

Outcomes:

**PROVINCIAL GOALS**-

**- Alberta’s students are successful.**

**- Alberta has excellent teachers, and school and school authority leaders.**

**Strategies:**

* Model thinking routines (Ron Ritchhart Cultures of Thinking) at staff meetings
* Teachers have developed a professional inquiry question; teachers will engage in Generative Dialogue practices with administration; staff will collaborate to shift practice toward innovative thinking in learners (Numeracy, Literacy, Self-Regulation, and STEAM)
* Cross-content focus on literacy within science and social studies curricula
* Creative and flexible schedules to provide all students access with ample time to be outdoors and exploring unstructured open-ended play.
* Effective and purposeful use of technology for AHL teachers and students as well as face-to-face programming.
* Purchase iPads for classroom and we recently purchased laptops.

**Performance Measures**

* Opportunity for students to receive a broad program of studies
* Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

Lethbridge School District Priority: Inclusion

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Outcomes:

**PROVINCIAL GOALS**

**- Alberta’s students are successful.**

**- First Nations, Métis and Inuit students**

 **in Alberta are successful.**

**- Alberta has excellent teachers, school leaders and school authority leaders.**

**Performance Measures**

* Opportunities for students to receive a broad program of studies.
* Improvement on the continuum of indicators for Inclusive Schools.

**Strategies:**

* Highlight use of inclusive teaching practices (Shelley Moore) at staff meetings and on professional development days.
* Coach staff on planning accessible learning strategies in all content areas.
* Establish role of and utilize student support worker to meet needs of students requiring regulation strategies.
* Use of Mindful Moments Universal programming for Monday Meetings
* Nifty Knitters group. Hands on calming strategies for anxious students.
* Build school staff Foundational Knowledge of Indigenous Ways of Knowing Culture and Truth and Reconciliation through work with Melanie Morrow and professional learning. Share this knowledge with all students

**Accountability Pillar Results** 

Our survey responses from parents increased from a low of 13 parent responses for 89 students last year to 33 for 89 parent responses this year. We worked to communicate the process and the importance with parents and feel that the payoff was very positive. We are happy to be maintaining very high results in the 6 pillars we have results in.

We will continue to work to find ways to involve our parent’s in decision making at school. With the challenges of COVID-19 we will look for innovative ways to help feel like they are a part of the school. We are already increasing our use of our website and communication platforms to keep parents involved and aware of what is happening at the school.

Challenges to Address

Highlights

School Reserves