

LINSFORD PARK ELEMENTARY SCHOOL

2020-2023

STRATEGIC PLAN FOR SUCCESS



PARENT COUNCIL MESSAGE:

Linsford Park School Parents' Council is proud to act as a liaison between the staff, parents and community. We believe parent involvement is necessary to support and unite our school's strategic plan, families and students. Working as a cohesive team, we are confident in building a successful learning environment and experience for our students.

Linsford Park Council Chair: Noelle Williams

MISSION & PROFILE

Building Healthy, Inclusive Relationships and Academic Competencies

Linsford Park School offers educational programming to approximately 230 students in Pre-Kindergarten and Kindergarten, through to grade six. Due to the pandemic, about 15% of our students are distant learners this year. As well due to the pandemic protocols, we are not offering Nondenominational programming. Normally this programming is offered to students who choose to participate in weekly devotions and chapel, with Thanksgiving, Christmas and Easter recognized as Christian celebrations.

During the best of times, Health and Wellness is an intricate part of who we are at Linsford-encouraging positive growth as individuals & positive relationships with each other as students, parents and staff. This year during the pandemic, we are finding that connecting and being there for each other is all the more necessary as a community. Both the Comprehensive School Health Model and Alberta Education's Creating Welcoming, Caring, Respectful & Safe Learning Environments were initiated into our school years ago and continue to guide our staff wide emphasis of the 8 dimensions of wellness. This is further enhanced by an experienced learning and health support team. A nutrition grant from the Alberta Government helps us to also focus on healthy eating and allows us to supply snacks, breakfast and lunch items to students as needed.

Within each classroom pedagogical practices individualize student programming when necessary so that each student is a successful included learner. Learner support assists those students who require modified or adapted programs for development of reading and math skills, including English language learners.

Linsford Park also offers an exceptional music program. Typically this includes the use of Orff instruments, drums, guitars, singing, recorders, movement, Drum Fit and educational games. This year our music teacher must teach our students from their classrooms, so more of an emphasis is on rudamental music theory , online learning and drumming from ones desk.

Our Library Learning Commons offers a good variety of literature, including ebooks and audio books. A Kiosk selection of digital choices for ELL support, literacy & numeracy development and researching is also available; using chromebooks, tablets and a smart board. Group creativitiy, collaboration and communication are encouraged through the use of semi circle tables/chairs centers. While students are still able to use library books and ebooks in their classrooms, students are not using the Learning Commons this year due to the pandemic.

Typicallly, our annual school events include a talent show, Health & Wellness Days, snow sculpturing, monthly spirit days (eg. Orange Shirt Day, Kindness Day, Beach Day, and Funky Sock Day), cultural performances, track meet (Fun Day) and a year-end outdoor swim. A speech competition, skiing, intramural, district level sport teams and participation in the annual district

wide Elementary Track Meet are offered for our upper grades. Our Gotcha Good reward program also helps encourage and model positive student interaction and behaviour. During these uncertain times, some of these events have been cancelled; while many other activities are still occurring but in a manner that maintains the Alberta Health protocols due to the pandemic.



CELEBRATIONS AND REFLECTIONS OF OUR 2019-2020 SCHOOL GOALS

Goal #1 : Emphasis on Grade Six Provincial Exams

This completes the three year focus of this goal. Due to the pandemic the provincial exams were cancelled for June 2020 and therefore the results for the 2019-2020 school year are not included in our assessment of the goal. While this goal will end, we will continue to emphasize exam preparation based on our past year results and the results of future testing that occurs both in the classroom and upcoming yearly Provincial Exams.

Accomplishments : Increased achievement and standard of excellence results in both
Social Studies and Science exams
Maintained results in both Reading and Writing exams

Areas to Improve Upon: Math results were lower in June 2019

Strategies for Improvement in Math:

- * Continued emphasis on the learning of basic facts & computation skills in all grades
- * Continued use of visual manipulatives in Grades 4-6 to help students more clearly understand concepts being taught (eg. Dice, cards, diagrams, charts, finger/line/ruler use)
- * Use of MIPI screening tool & curriculum mapping of key math objectives in each grade to help develop best practices & more specialized teaching directives

Strategies for Improvement in Writing:

- * Monthly practice of writing stories, paragraphs & newspaper articles; including editing & formal writing (Grade 5 & 6)
- * Use of HLAT screening tool & curriculum mapping of key writing objectives in each grade to help develop best practices & more specialized teaching directives/student learning goals

Strategies for Improvement in Reading:

- * Continued literature exposure types to regularly include current affairs, cartoons, newspaper articles etc (Grades 4-6)
- * Continue to use various screening and assessment tools & curriculum mapping of key reading skill/comprehension
- * Continue to develop best practices & more specialized teaching directives/student learning goals

Strategies for Improvement in Science and Social Studies:

- * Continued use and development of flip booklets that summarize key concepts of each unit. Stored at school for review several

times throughout year. Good for developing study skills and prep in May/June for PAT exams.

* Continued study skills emphasis and development in Grades 4-6

All Subjects: Device generation has caused students to scan read. This leads to misreading & missing information. Teachers will need to repeatedly emphasize & expect a more analytical process of reading from students in order to increase comprehension.

GRADE SIX PROVINCIAL EXAM 3 YEAR COMPARISON

Subject Area	2016-2017 Results		2017-2018 Results		2018 – 2019 Results	
	LPS	AB	LPS	AB	LPS	AB
Reading- Acceptable Standard	89.7 %	90.0%	95.8%	89.8%	96.2%	90.2%
Reading – Excellence	34.5%	43.8%	41.7%	42.7%	38.5%	44.6%
Writing- Acceptable Standard	82.8%	90.3%	95.8%	93.0%	96.2%	91.6%
Writing Excellence	6.9%	12.3%	4.2%	12.2%	0.0%	10.8%
Social Studies Acceptable Standard	86.2%	81.3%	88.5%	83.1%	95.5%	87.3%
Social Studies Excellence	10.3%	24.1%	7.7%	26.3%	9.1%	31.1%
Science Acceptable Standard	86.2%	85.7%	92.3%	86.8%	90.9%	88.4%
Science Excellence	6.9%	32.3%	11.5%	34.5%	22.7%	36.1%
Math Part A Acceptable Standard	37.9%	65.1%	84.6%	71.6 %	75.0%	71.4%
Math Part B Acceptable Standard	69.0%	78.5%	88.5%	81.4%	78.6%	80.9%
Math Combined Acceptable Standard	65.5%	76.7 %	84.6%	79.5%	75.0%	79.4%
Math Combined Excellence	0.0%	13.9%	3.8%	15%	3.6%	16.4%

Goal #2: Implementation of District Library Cataloging Policies and Procedures

The first year of a three year process, 2018 -2019 saw the removal of many outdated and poor condition books & resources. A complete inventory of the remaining items then occurred in order to determine a balanced repertoire of new books and resources to purchase. This included the purchase of Indigenous culture and art literature, as well as resources for students and teachers. During the 2019-2020 school year our second of the three year process successfully was completed. Copy information and spine labels were updated to our library collection.

Goal #3: Emphasis on Healthy Lifestyles Through the Comprehensive School Health Model

Health and wellness has been a committed goal at Linsford since 2016 and will continue to be so in the future. See page 13-14 for a detailed list of our many school activities that help us focus on this goal. A few highlights include:

Over the past three school years, an Alberta Government Nutrition Grant has helped us to not only educate, but also practice healthy eating. It allowed us to supply snacks, breakfast and lunch items to students as needed throughout the day. These practices were very well received by students and staff, noticeably helping students to be more engaged in their learning and more positive in their interactions with others.

Practicing mindfulness of self and others is a growing skill for our students and staff. This is taught through a program called Mindup that our teachers are becoming more proficient at using both in the classroom and on the playground to help guide positive interactions in our community.

Our Wellness Coach supported many students and families dealing with significant wellness concerns, including learning to cope with anxiety, bereavement, loss, trauma, and negative behaviors. Much guidance occurred to support conflict resolution and the development of self-confidence, self-regulation and learning to be a friend.

One school wide Wellness Days occurred this past year in which students participated in various activities intended to broaden physical, emotional and social development. A second Wellness Day was to occur in May 2020 but didn't due to the pandemic. Instead many wellness activities and ideas were shared with students and parents virtually for them to enjoy on a voluntary basis.

Goal #4: Developing an Appreciation of Indigenous Cultures

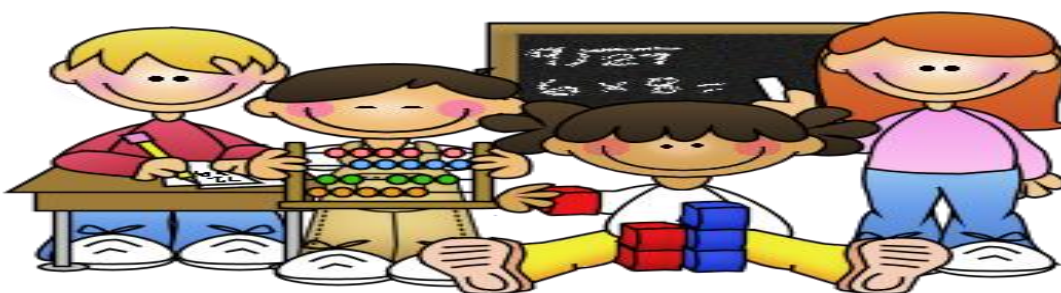
This was the third year of a three year goal. During the first year the focus was on teacher development of a common foundational knowledge and educational value of First Nations, Metis & Inuit Peoples and their cultures. Many library books and classroom resources were purchased, supporting teacher integration of this goal in the classroom.

Our second and third years completed a more in depth recognition of the importance of reconciliation as we grow to better appreciate and understand the indigenous perspectives of the past and present. An Indigenous Week of activities occurred in 2018-2019 which students participated in several activities that recognized Aboriginal Art and Culture. During this time, art classes focused on this appreciation with end results show cased on hallway bulletin boards. Audio clips of songs, poems, stories and cartoons were enjoyed by students and staff as well. Due to the 2020 pandemic, this well received week did not occur. We will certainly continue to build upon all of the above mentioned areas in future years to come.

Goal #5: Increasing and Updating Cohesive Standards of Practice within Classrooms

This goal continued to develop in its third year of focus during the 2019-2020 school year. Curriculum mapping, concept based learning practices, updating screening tools for reading, writing, spelling and math (Grades 1-6) and the further development of the Learning through Play philosophy (ECS) have guided an increased cohesiveness of practice within our classrooms. Increased proficiency of pedagogical practices in classrooms in relation to learner and assessment/screen results occurred. Teachers became much more proficient and effective in their use of the Black Gold School's online PowerTeacherPro grading system.

Over the last two years a successful school wide Assessment Plan was also created as per Alberta Education and Black Gold guidelines. This document will continue to guide our schools assessment practices and will be updated yearly based on curriculum changes, as well as Alberta Education and Black Gold School directives.



2020-2021 GOALS

SCHOOL GOAL #1: CONTINUING THE SUPPORT OF STUDENT LITERACY DEVELOPMENT *NEW*

Alignment with Provincial Goals/Accountability Pillar: Student Learning Objectives and Assessment

Alignment with Division Goals: Providing Quality Education and Student Focussed Learning

Timeline: 3 year goal

Rationale: Continued need to emphasize student reading skill and reading comprehension development

Timeline	Strategies	Supporting Data
2020-2021	<ul style="list-style-type: none"> • All classes will support varying leveled reading opportunities to meet the needs of the each student's reading level • Continue with Literacy centres, guided reading, Daily 3/5, Stars and Cars; IXL and RazKids leveled reading online programming • Students with tier 3 and 4 level needs will receive learner support to help increase their basic reading skills and comprehension levels • Provide reading tips in newsletters and individualized guidance to parents for home support as needed 	<ul style="list-style-type: none"> • Assessment screeners; including RRST (Div 1), Alberta Best and WIAT testing (tier 3 & 4) • Student profiles • Classroom evidence of literacy best practices • Standardized Gates McGinitie testing for Gr 1-6 in September 2020 & June 2021 • PAT Grade six • PreK & K- SLP and teacher communication development in students • K – EYE assessments • Qualitative Data (teacher discussion/collaboration) • Decrease in number of students entering the following school year with less literacy needs
2021-2022		
2022-2023		

SCHOOL GOAL #2: ONLINE LEARNING ENHANCEMENT * NEW*

Alignment with Provincial Goals/Accountability Pillar: Student Learning Objectives and Assessment

Alignment with Division Goals: Providing Quality Education

Timeline: 3 year goal

Rationale: Increasing student learning success through the use of digital resource supports

Timeline	Strategies	Supporting Data
2020-2021	<ul style="list-style-type: none"> Enhance basic device navigation/organization skill set of students Enhance student learning (via RazKids, IXL, Online Reference Centre (Bookflix, Cutlturegrams, Power Knowledge, TrueFlix) Enhancing Staff IT skills Enhancing Google Meets with purchase of Webcams for teacher computers Staff Creation of Computer Skill checklist for each grade Increased use of class DoJo/Messaging with parents and students 	<ul style="list-style-type: none"> Increased student and staff efficiency in using emails, google, google classroom, SeeSaw, RazKids, IXL, Teach Your Monster, Math Makes Sense CDs and other online resources Increased literacy and numeracy skills (assessment tools – on RazKids, IXL, Spelling City, Gates McGinitie, MIPI) Staff technology use PD (teacher and EAs) November/December PD – teacher creation of grade appropriate computer checklist of student basic device skill set Increased educational value of googlemeets (eg. student interviews/group work; interactions with guest speakers Increased at home parent involvement with student learning
2021-2022		
2022-2023		

SCHOOL GOAL #3: PRE- KINDERGARTEN PROGRAM UPDATING *NEW*

The belief of Black Gold School's Early Childhood Program is to inspire successes by creating a language-rich , playbased environment. Pre-Kindergarten serves children presenting with mild-moderate to severe developmental delays who are between the ages of two years and eight months to four years and eight months by September 1 of the year in which they are in attendance.

This goal is created through the use of an emergent curriculum, a play-based learning environment, as well as an on-going collaboration between the classroom teacher, occupational therapist, speech therapist, educational assistants and families. This is done through family conferences, everyday check-ins and home visits when deemed necessary. Incorporating the environment of both in and outdoors is critical in programming student needs. This includes thoughtful, child-led provocations and experiences that focus on individual goals and needs. A variety of areas are designed within the classroom to provide for a wide range of experiences (including a calming space, creativity space, fine motor, reading space, imaginary play) in order to provide children many opportunities to develop and grow. This also includes a 3:1 ratio of staff to the learner to provide a supportive environment to foster learning and growth.

Goal: To create a student-led program, using their interests and curiosities to best meet the diverse learning needs of all Pre-Kindergarten students:

Sub Goals:

A. Goal: Development of speech, language and communication

Strategy: Incorporation of strategies as suggested by the speech pathologist; incorporating speech sounds into stories and activities and providing a language-rich environment for all learners

Measurement: Learning stories for language samples, speech pathologist reports and IPPs.

B. Goal: Development of both fine and gross motor skills

Strategy: Supporting student independence across a wide variety of areas such as dressing, problem solving, toileting and within play. Incorporation of fine and gross motor activities into aspects of the day with support through the occupational therapist and physical therapist suggestions. Incorporating: loose parts, tabletops, process-based art, motor room activities, gym and outdoor time.

Measurement: Learning stories to document fine motor and gross motor activities through play. IPP documentation and family meetings to document student progress and growth. Occupational therapist and physical therapist reports.

C. Goal: Encouraging social-emotional development

Strategy: Using teacher and educational assistants to guide students play development through modelling, social stories and a mixture of closed and open-ended play activities dependent upon the child's goals and following the child's lead.

Measurement: Learning stories to document play growth and IPP documentation. Home visits when deemed necessary by the classroom team or outside consultants.

D. Goal: Encouraging cognitive development through new experiences and love of learning

Strategy: Utilizing an everyday structure routine that focuses on play-based learning while

incorporating the process vs. product methodology with the focus on the process to create a love of learning.

Measurement: Learning stories and IPP documentation.

Assessment in Pre-Kindergarten:

Our environment and planning is developed under the umbrella of “inquiry”. Children are encouraged to explore and engage with materials in ways that make sense to them, that support their play and that engage them. The role of the classroom staff is to observe, listen, reflect and extend their ideas while noticing the concepts and skills they are demonstrating. To demonstrate the growth of children, selective documentation is used. This may be seen in photos, Seesaw App, And Learning Stories. Updates to children’s Individualized Program Plans will demonstrate current levels of functioning and growth.

Individual Student Plans:

Within our program, we support all children at all times. Due to the diversity of learners in our classrooms, each child requires supports to move forward in their development. Children who receive Program Unit Funding or Mild Moderate funding are working towards individualized goals as part of their Individual Program Plans. Key strategies for each child are considered in our daily plans and environments.



SCHOOL GOAL #4: DEVELOPMENT OF DISTRICT LIBRARY CATALOGING POLICIES AND PROCEDURES

Alignment with Provincial Goals/Accountability Pillar: Student Learning Objectives and Assessment

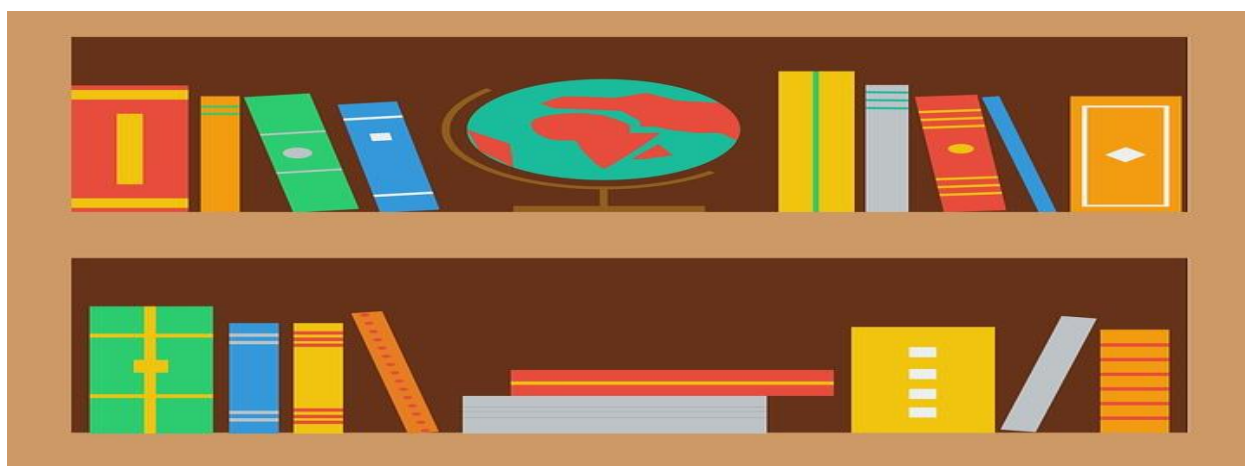
Alignment with Division Goals: District Cataloging Policies and Procedures

Alignment with Student Services Goals: Improving Student Engagement and Inclusive Practices

Timeline: 3 Years

Rationale: Compliance with National and International cataloging standards

Timeline	Task Description	Completion Dates
2018-2019	1. Remove outdated and poor condition books/resources 2. Inventory of remaining items 3. Purchase of new books/resources	Step 1 by January 30, 2019 Step 2 & 3 by May 30, 2019 ACCOMPLISHED!
2019-2020	Update copy information and spine labels for Library collection	Complete by May 30, 2020
2020-2021	1. Remove outdated and poor condition non-library materials 2. Inventory of remaining items 3. Update copy information	Step 1 – January 30, 2021 Step 2-May 30, 2021 Step 3- May 30, 2022



SCHOOL GOAL #5: CONTINUED DEVELOPMENT OF HEALTHY LIFESTYLES THROUGH THE COMPREHENSIVE SCHOOL HEALTH MODEL

Alignment with Provincial Goals/Accountability Pillar: Learning to Contribute to a Welcoming, Caring, Respectful & Safe Community (Alberta Health Curriculum)

Alignment with Division Goals: BG Core Values of Student –Focused Learning, Relationships, Supportive Environment & Passion and BG Healthy School Initiatives

Timeline: Continual Years

Rationale: We believe that this goal is of year after year significance, critical to the well being of our students and staff. This year during the pandemic, we are finding that connecting and being there for each other is all the more necessary as a community. Persons with healthy lifestyles and interactions are more likely to be successful academically, behaviorally, emotionally and physically.

Timeline	Strategies	Supporting Data
2016-2021	Commitment to a healthy lifestyle focus through Active Living activities: physical education & music activities; MindUp Activities;	1.Student engagement in many active events; increased positive social-emotional outcomes 2.Accountability Pillar student results; positive sense of belonging;positive relationships; increased interest/motivation towards school; decreased rates of anxiety & stress noted in certain students prone to these concerns; more awareness & preventative intervention noted for students with anxiety/stress symptoms
2016-2021	1.Commitment to a healthy lifestyle focus through Healthy Eating; supply of Nutrition 2.Grant/Food Bank food for students who do not have enough to eat	1.Increased observation of healthy eating habits & vocabulary use 2.Increased availability of food for those students in need
2016-2021	1.Commitment to a healthy lifestyle focus through Positive Social Environment amidst etc); Wellness Coach support; MindUp	1.Increased ownership/school pride & interest/motivation towards school & decreased sense of anxiety/stress due to more open conversations 2.MindUp vocabulary & skill

		development 3. Wellness Coach supports
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SCHOOL STRATEGIC PLAN OVERVIEW (EXECUTIVE SUMMARY)

Goal	2018-2019	2019-2020	2020-2021
Development of Healthy Lifestyles	Commitment to a healthy lifestyle focus through Active Living, Healthy Eating & Positive Social Environment	Commitment to a healthy lifestyle focus, through Active Living, Healthy Eating & Positive Social Environment	Commitment to a healthy lifestyle focus, through Active Living, Healthy Eating & Positive Social Environment
Development of District Cataloging Protocols and Procedures	Removal, updating and inventory of library materials	Updated copy information and spine labelling	Removal, updating and inventory of non-library resource/materials; inventory completion
NEW* Continuing the Support of Student Literacy Development			Leveled reading programs; Learner support for tier 3/4 learners; parent guidance
NEW* Online Learning Enhancement			Increasing student and staff device use skill set; enhancing student learning
NEW* Pre Kindergarten Program Updating			Educational support for children with mild-moderate to severe developmental delays