

LINSFORD PARK ELEMENTARY SCHOOL

School Assurance Plan 2023-2024



School Council Message:

Linsford Park School Parents' Council is a small group of dedicated parents that work collectively to facilitate positive relationships between parents, students and staff members. Our council is very supportive of the goals set out in the Assurance Plan and will offer support in any way to benefit the students and school. We strongly believe parent involvement is integral for successful learning; while making a difference in our school community.

Noelle Williams, Chair of Linsford Park School Parents' Council



LINSFORD PARK ELEMENTARY SCHOOL Assurance Plan - 2023-2024

MISSION AND PROFILE

Building Healthy, Inclusive Relationships and Academic Competencies

Linsford Park Elementary School is located in the central part of the City of Leduc and is one of 31 schools in the Black Gold School Division. The mission of all BGSD schools, including Linsford Park, is to inspire success in all students and staff. As a division, our core values include Student-Centered Learning; Fostering Positive Relationships based on respect and trust; Creating an Inclusive Environment that values diversity and is supportive and safe for all; Inspiring Engaged learning and; Managing Resources Responsibly. Our school mission is 'Building Healthy, Inclusive Relationships and Academic Competencies'.

This year at Linsford, we offer educational programming to approximately 240 students in Pre-Kindergarten and Kindergarten, through to Grade Six. While some of our students live in the Linsford Park area, many are also bussed to us from surrounding rural areas of the city. We have an amazing staff consisting of 2 administrators, 13 teachers, 15 educational assistants, 2 secretaries, a librarian and 2 custodians.

Non-denominational programming is offered to students who choose to participate in weekly chapel. Celebrations, such as Thanksgiving, Christmas and Easter are recognized through Christian perspectives. This year's theme during chapel is the Fruit of the Spirit.

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. Both the Comprehensive School Health Model and Alberta Education's Creating Welcoming, Caring, Respectful & Safe Learning Environments were initiated in 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 successfully included learner. Learner support assists those students who require modified or adapted programs for the development of reading and math skills, including students learning English as an additional language.

Linsford Park also offers an exceptional music program. It includes the use of Orff instruments, drums, singing, recorders, movement, Drum Fit, cultural arts and educational games. All students are encouraged to participate in our annual Christmas production.

Our Library Learning Commons offers a good variety of literature, including ebooks and audio books. Group creativity and engagement is encouraged through the use of semi-circle tables/chair centers and a few reading niches that enhance the reading environment.

Annual school events include a celebration of talents, Health & Wellness Days, snow sculpting, spirit days, special acknowledgement days (eg. Orange Shirt Day), cultural performances, track meet (Fun Day), and a year-end outdoor swim. Skiing, intramural and district level sports are offered to our upper grades. Our Gotcha Good reward program also helps encourage and model positive student interaction and behavior.

Our older students are also very active leaders in our school. Leadership includes helping set up for events, custodial help recycling, division 1 buddies, playground pals, computer helpers, intramural referees, safety patrolling, team leaders in school wide events, and help in weekly chapel assemblies.

Throughout the year, Linsford students are also very involved with raising money for various charities. Yearly, we participate and support the Terry Fox Foundation, the Leduc Food Bank, Jump Rope for Heart, the Stollery Children's Hospital and World Vision.

Parent involvement is also a vital and vibrant part of our school community. Parent Council and our Linsford Park School Parents Association meet monthly. During these meetings parents gather to learn about and discuss our school community, and in turn give valuable insight to the school administration. A very successful hot lunch program focuses on healthy eating practices. Fundraising purchases over the last few years included upgrading our classroom sound systems, fun day snacks, grade six graduation, our annual year end outdoor swimming event and fieldtrips. Our parent association is also kept busy raising money for a new playground. Many parents also volunteer in classrooms, on fieldtrips and during special events that occur throughout the year. No matter what needs to be done, we always have volunteers willing to help. Such involvement makes for an incredible environment of positive relationships between parents, students and staff members.

ALBERTA GOVERNMENT ASSURANCE REPORT HIGHLIGHTS

A copy of Linsford Park School's spring 2023 Alberta Education Assurance Measure summary can be found on page six of this document. Student Growth and Achievement is measured in relation to both Student Learning, Engagement and Citizenship. A continued excellence in the development of citizenship skills was acknowledged by staff, parents and students. The survey shows that most students feel that they are encouraged to do their best, follow the school rules, and are helpful & respectful to each other. In relation to student learning engagement though, the results of our Assurance Plan show that about ½ of Grade 4-6 students are not as engaged in their learning as they should be. As part of this plan, we will address this in our school improvement goals later in this document.

In relation to Teaching and Leading, the survey shows that teachers, parents and students are very satisfied with the overall quality of basic education. In this part of the survey, all participants strongly agreed that students are learning what they need to know, have a clear understanding of what they are expected to learn, and find school work challenging and interesting.

As a Welcoming, Caring, Respectful and Safe environment (WCRSLE), parents, teachers and students also continue to acknowledge a very welcoming, caring and safe environment. According to the survey, strong and positive relationships continue with our parents, students feel safe, students are treated fairly by the adults in the school, students care about each other and treat each other well, and teachers care about their students.

We are very proud to see that we are significantly higher than the overall Alberta schools survey average in the areas of Citizenship, Education Quality, WCRSLE, and parent involvement!



Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 3215 Linsford Park School

Assurance Domain	Measure	Linsford Park School			Alberta			Measurement Evaluation		
		Cumulative Result	Prev Year Result	Prev Year Average	Current Result	Prev Year Result	Prev Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning - Learning	82.6	82.6	85.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	91.5	83.2	85.4	80.3	81.4	82.3	Very High	Improved	Excellent
	High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/3	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PA - Ncertate	n/a	51.8	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT Excellence Jr. c	n/a	6.3	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Dolflit - AnntaNe	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	PIPIA - r - rGdlmg	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Learning	Ethical Q Mfibr	92.3	91.6	92.3	88.1	89.0	89.7	High	Maintained	Excellent
	Weficomy Carloo Respid 1181d Sae [c8mm Emromeris WCRSLE]	93.6	n/a	86.9	84.7	86.1	86.1	n/3	Improved	n/a
Governance	Accentos.mxt.2 Services	78.5	77.8	77.8	80.6	81.6	81.6	n/a	Maintained	n/a
	Pammi IDY Afmmnl	91.4	80.5	82.0	79.1	78.8	80.3	Very High	Improved	Excellent

SCHOOL CHALLENGES

Our school community is a wonderful place to be, with an amazing staff commitment of hard work and care for all individuals very evident. Collaborative, positive relationships with students and parents is very important to us. We strive to have parents be active participants in their children's education, working together to determine individual program plans and behavior plans for students with learning & behavior disabilities and emotional wellness concerns.

Our school is located in a lower socio-economic community which has over the years greatly increased the need for student and parent support both at school and at home. While being a small school allows for a sense of closeness amongst all stakeholders, it also comes with challenges. Our increased needs for support and services can tax our limited finances, and occasionally our needs exceed what we may have available to us. We often must stretch what we do to make things work for the success of our students. Our Assurance Plan plan results reiterate this concern as well.

SCHOOL CELEBRATIONS AND REFLECTIONS OF OUR 2022-2023 SCHOOL GOALS

Goal #1 : Continued Student Literacy Development

Student literacy growth is an essential part of yearly learning for every child. A significant need for this focus was apparent as students and teachers played catch up from the learning disruption of the pandemic years. Both quantitative and qualitative data was collected at the beginning, middle and end of the last school year in order to successfully guide the teaching practices and learning goals of our students. Progress at the end of the school year was celebrated through the increased results of our baselines set in September.

The additional support and guidance of both our literacy Instructional Support Teacher and the extra teaching time granted to us from Alberta Education to focus on struggling readers, has further enhanced the development of literacy skills in our struggling to read students. This was apparent in the assessment data collected about their progress throughout the year.

The strategies listed in our 2022-2023 Assurance Plan will continue to be in place as best practices for the 2023-2024 school year, along with some updates.

Goal #2: Continue Development of 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. A few highlights include:

- Over the past seven 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 proficient at using both in the classroom and on the playground to help guide positive interactions in our community. This mindset is also encouraged through the guidance of our Wellness Support teacher who has time each week to encourage this skill development for all our grade 1-6 students.
- Our Family Support Liaison Worker also supported many students and families dealing with significant wellness concerns, including learning to cope with anxiety, bereavement, loss, trauma, financial struggles and negative behaviors. Much guidance occurred to support conflict resolution and the development of self-confidence, self-regulation, restorative practices and learning to be a friend.



2023-2024 GOALS

School Goal #1

Visible Learning Focus: To increase learner engagement through a more deliberate use of student and staff informative feedback

Alignment with Division Priorities: High learning expectations and achievement for the foundational skills of learning

Timeline: 2023-2024

Rationale: As per our Assurance Measures results, increasing student engagement with their learning is needed. Teachers need to be more deliberate with the use of authentic feedback, which in turn needs to be strategically used as a tool by students to increase the depth of their own learning analysis and therefore progress as learners.

Timeline	Strategies	Supporting Data
October 4-5	Build foundation knowledge and awareness of Visible Learning concepts.	All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement.
Oct 5- Dec 19	Data collection on staff and student use of feedback	Will return to the next Visible Learning PD session with evidence related to the use of informative feedback to support student learning.
Jan 8- June 28	Using the data collected, formulate an action plan on how to improve the quality and use of informative feedback within the school.	Will re-administer the survey process to identify if strategies have made a positive impact.

School Goal 2: Student Literacy Development

Alignment with Division Priorities/Assurance Plan: Student Learning Objectives and Assessment

Alignment with BGSD Strategic Plan's Success Priority: High learning expectations and achievement for the foundational skills of literacy And providing high quality curricular opportunities

Timeline: 2021-2024

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

Timeline	Strategies	Supporting Data
2021-2022	<ul style="list-style-type: none"> • All classes will support varying leveled reading opportunities to meet the needs of individual student reading needs • Use of literacy centers, guided reading, Daily 3/5, Stars & Cars; IXL and RazKids • Students with tier 3 and 4 level needs will receive learner support to help increase their basic reading skills and comprehension skills • Provide individualized reading guidance to parents for home support as needed 	<ul style="list-style-type: none"> • Assessment screeners : RRST (Gr 1); 3Towers (Gr 2-6) • WIAT and WECAN testing (tier 3 & 4 students) • Student profiling • Classroom evidence of literacy best practices • Provincial Achievement testing Grade 6 • Pre-Kindergarten and Kindergarten - Speech Language and teacher communication development in students • Kindergarten EYE-TA assessment • Qualitative data (teacher discussion/collaboration) • Literacy Instructional Support Teacher guidance/support to enhance this goal • Government Gr 1-3 funding to increase reading levels of struggling students • Decrease in number of students entering the following school year with literacy needs

<p>2022-2023</p>	<ul style="list-style-type: none"> ● All classes will support varying leveled reading opportunities to meet the needs of individual student reading needs ● Continued use of literacy centers, guided reading, Daily 3/5, Stars and Cars; IXL and RazKids leveled reading online programming ● Students with tier 3 & 4 level needs will receive learner support to help increase their basic reading skills and comprehension levels ● Provide individual guidance to parents for home support as needed ● Teacher training and use of new AB Education literacy learner objectives/strategies (K- Gr 3) ● Teacher training and use of new literacy resources (e.g. Heggerty, Words Their Way, Box Cars Literacy, Jolly Phonics etc) - K- Gr. 3 ● Development of new Kindergarten reporting via PowerTeacherPro 	<ul style="list-style-type: none"> ● Assessment screeners; including RRST (Gr 1) and 3Towers (Gr 2-6) ● WIAT & WECAN testing (tier 3 & 4) ● Student profiling ● Classroom evidence of literacy best practices ● PAT Grade 6 and Kindergarten EYE-TA assessment ● Pre-K and K - SLP and teacher communication development in students ● Qualitative data (teacher discussion/collaboration) ● Literacy 1ST guidance/support to enhance this goal (2nd year) ● Decrease in number of students entering the following school year with literacy needs
<p>2023-2024</p>	<ul style="list-style-type: none"> ● All classes will continue to provide structured literacy opportunities informed by reading science to meet the individual student needs ● Continued use of literacy centers, guided reading, Daily 3/5, Stars and Cars; IXL and RazKids leveled reading online programming ● Students with tier 2 and 3 level needs will receive learner support to help increase their basic reading skills and comprehension levels ● Continued teacher training of new Alberta Education curriculum Literacy learner objective/strategies - K- Gr 3 AND, new this year, Gr 4-6 	<ul style="list-style-type: none"> ● Assessment screeners: including RRST (Gr 1); ● TOSREC, TOWRE (Gr 2-6) ● WIAT & WECAN testing (tier 2 and 3) ● Student profiling ● Classroom evidence of literacy best practices ● PAT Grade 6 and EYE-TA Kindergarten assessments ● PreK and K - SLP and teacher communication development in students ● Qualitative data (teacher discussion/collaboration) ● Literacy 1ST and Learner Support Teacher guidance/support to enhance this goal ● Decrease in number of students entering the following school year with literacy needs ● Visible Learning data collection and planning (baseline to plan) - Nov/Dec 2023 - through scheduled

	<ul style="list-style-type: none"> ● Teacher mastery of new literacy resources (e.g. Heggerty, Words Their Way, Box Cars Literacy, Jolly Phonics ● (Gr1-3) ● Additional new literacy resources implementation stage Gr 1-3 (UFLI Foundations) ● Continued development and mastery of new Kindergarten reporting via PowerTeacherPro ● Professional development of teachers (K-Gr 6) focus on writing practices/programs that implement the Alberta Education new writing curriculum objectives ● Teacher implementation of new writing practices /resources for the new AB Ed writing curriculum objectives ● Tying Visible Learning Goal to literacy in relation to developing and using feedback to better engage and increase student literacy development (data collection and plan to improve informative student feedback) 	<p>administrator classroom walkthroughs focussing on the type and quality of feedback being received and used by teachers and students.</p> <ul style="list-style-type: none"> ● Beginning to middle skill level of teachers and students in relation to the use and understanding of informative feedback (Class practices showing quality of use/improvement of feedback use) based on Visible Learning plan created based on baseline data collection AND ● Professional teacher learning (Jan 2024 PD) about the different levels of feedback and how to build a culture in the school/classrooms where feedback is welcomed and valuable. ● Guiding questions of informative feedback learning include: <ul style="list-style-type: none"> - How do students have a voice in their learning needs? - How are students getting regular just-in-time, just-for-me feedback about their learning? - How are teachers using info from student assessments as feedback about the effectiveness of their teaching? - What opportunities are occurring for students to give teachers feedback about their learning and the quality of feedback that they are receiving? - How is student feedback used as part of the student appraisal process?
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School Goal 3: Continued Development of Healthy Lifestyles Through the Comprehensive School Health Model

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

Alignment with BGSD Strategic Plan's Wellness Priority: All stakeholders will model the character and citizenship And contribute to a safe, welcoming, healthy and inclusive learning and working environment

Timeline: 2016-2024

Rationale: We believe that this goal is of year after year significance, critical to the well-being of our students and staff. Persons with healthy lifestyles and interactions are more likely to be successful academically, emotionally, socially, physically and behaviorally.

Timeline	Strategies	Supporting Data
2021-2022	<ul style="list-style-type: none"> • Commitment to a healthy lifestyle through Active Living activities; physical & music education, Mindup activities • Commitment to a healthy lifestyle through healthy eating and the supply of healthy nutrition • Grant/food bank for students who do not have enough to eat • Commitment to a healthy lifestyle focus through positive social environment/interactions; Family Support Liaison support; Mindup 	<ul style="list-style-type: none"> • Student engagement in many active events; increased positive social-emotional outcomes • Increased observation of healthy eating habits & vocabulary use • Increased availability of food for those students in need • Increased ownership/school pride & interest/motivation towards school & decreased sense of anxiety/stress due to more open conversations and FSLW and AB Health supports
2022-2023	<ul style="list-style-type: none"> • Continued commitment to a healthy lifestyle focus through active living activities; physical and music education; intra-murals, team sports, Mindup activities • Continued commitment to a healthy lifestyle focus through healthy eating; supply of nutritional snacks 	<ul style="list-style-type: none"> • Student engagement in many active events; increased positive social-emotional outcomes • Wellness 1ST Coach used to continue guiding student wellness needs/school activities • Increased observation of healthy eating habits & vocabulary use • Increased availability of food for those students

	<ul style="list-style-type: none"> • Grant/Food Bank food for students who do not have enough to eat • Commitment to a healthy lifestyle focus through positive social interactions; FSLW, AB Health and Mindup support • Increased parent involvement post COVID to build positive relationships and increase student wellness/academic success • WIST Mental Health Goal: To increase the feel of community throughout the school (students and staff) • Monthly assemblies led by WIST Lead and FSLW - focus on social emotional development and character education • Classroom focussed activities based on needs (led by WIST lead and/or FSLW) • Teacher training of new Alberta Learning Physical Education and Wellness Curriculum K- Grade 6 • Teacher implementation of new Physical Education and Wellness Curriculum K - Grade 6 	<p>in need</p> <ul style="list-style-type: none"> • Increased ownership/school pride & interest/motivation towards school & decreased sense of anxiety/stress due to more open conversations • Mindup vocabulary & skill development • Family Support Liaison support • WIST and FSLW data collection and planned direction from data • Increasing community activities that include parents • Student assessment of new Physical Education and Wellness curriculum objectives
<p>2023-2024</p>	<ul style="list-style-type: none"> • Continued commitment to a healthy lifestyle focus through active living activities; physical and music education, intramurals, team sports and Mindup activities • Continued commitment to a healthy lifestyle focus through healthy eating; supply of nutritional snacks • Grant/Food Bank food for students who do not have enough to eat • Commitment to a healthy lifestyle focus through positive social interactions; FSLW and Mindup activities • Increased parent involvement to build positive relationships and increase student wellness/academic success 	<ul style="list-style-type: none"> • Student engagement in many active events; increased positive social-emotional outcomes • Wellness 1ST Coach continued support • Increased observation of healthy eating habits & vocabulary use • Continued availability of food for those students in need • Increased ownership/school pride & interest/motivation towards school • Decreased sense of anxiety/stress due to more open conversations and support for individual students as needed via FSLW, Wellness 1ST Coach, Mental Wellness teacher and AB Health • Mindup vocabulary & skill development • WIST and FSLW data collection and planning

	<ul style="list-style-type: none"> • WIST Mental Health Goal: to expand capacity to provide universal and targeted support for social emotional learning through evidence-based programs and professional development. <ul style="list-style-type: none"> ◦ In addition to the WIST position, this goal will be supported through the new Mental Health Grant position. • Continued mastery of teacher implementation of new last year Alberta Learning Physical Education and Wellness Curriculum (K - Grade 6) 	<p>from data to support needs of students (e.g., Healthy School Rubric)</p> <ul style="list-style-type: none"> • Increasing community activities: Christmas concert, Movie Night, Box Cars and One-Eyed Jacks Math Engagement Evening • Student assessment of new Physical Education and Wellness objectives • New Mental Wellness Support teacher position
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