

Mike Mountain Horse Elementary



2022/23 Assurance Plan

School Vision Statement

At Mike Mountain Horse we find strength in the spirit of our community and inspire everyone along their learning journey.

School Mission Statement

Our mission is to nurture courage, vibrancy and growth amongst all learners through the provision of:

Genuine relationships

Shared and collaborative decision making

Authentic and effective learning experiences

Quality and meaningful work

Honouring diversity

mmh.lethsd.ab.ca



ASSURANCE PLANNING

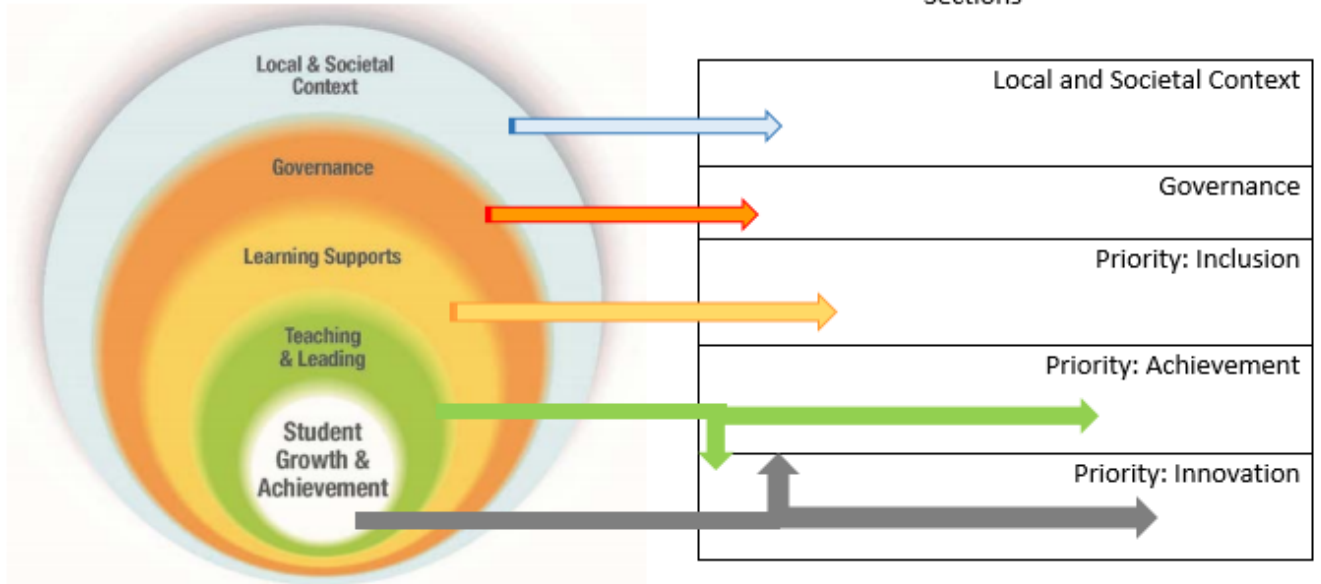
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

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

Welcome to Mike Mountain Horse Elementary school! Our school serves approximately 585 children from Early Education to Grade 5. Mike Mountain Horse Elementary School was built in 1987 and is named after Mike Mountain Horse, a former chief of the Blood Tribe. Our school serves a highly diverse population of students and has built an inclusive, welcoming, caring, respectful and safe learning environment where we strive to inspire passionate learners.

Our dedicated staff includes a teacher-counsellor, teachers, educational assistants, administrative assistant, administrative support, speech assistants, learning support teacher, caretakers, a learning commons facilitator and administrators.

Mike Mountain Horse Elementary School provides an environment where the academic potential of each child is promoted and celebrated, is a learning community which fosters adaptability and flexibility to cope with change, and is a place where all people are respected, recognized, and supported by others. Our school provides a safe environment where people are responsible for their own academic progress, personal, and social behaviour and shares the responsibility for education, involving home, school, and community through open communication and cooperation.

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
Teachers will implement consistent practices that support students developing divergent mathematical thinking and a deep understanding of number sense in all grade levels.	<ul style="list-style-type: none"> • Building Thinking Classrooms in Mathematics— Peter Liljedahl • Graham Fletcher “Building Fact Fluency” kits (K-3) (addition and subtraction) • Implement Graham Fletcher “Building Fact Fluency “ kits (3-5) (multiplication and division) 	<ul style="list-style-type: none"> • MIPI assessment and analysis of results—Sept./Oct. • Rich Tasks • Number Talks • Vertical non-permanent surfaces • Visibly random groups • Classroom environment to support flexible thinking and grouping • Providing students with multiple ways to learn and demonstrate understanding 	<ul style="list-style-type: none"> • MIPI results—post assessment (following year) • Math Inventory results • Observation and documentation of student thinking and talk • Observation and documentation of transfer of mathematical thinking • Students demonstrate strong understanding of number fluency
Continue to reflect on implementation and refine use of best practices in literacy instruction including: Fountas & Pinnell Benchmarking, reader’s and writer’s workshop models, word work, guided reading, to show measurable improvement in student reading and writing.	<ul style="list-style-type: none"> • Jodie Babki—Literacy lead teacher • Calkins workshops • Calkins word work resources (new gr. 1&2) • Continuum of Literacy Development • Fountas & Pinnell Benchmark Assessment Lits • Levelled Literacy Intervention 	<ul style="list-style-type: none"> • Fountas and Pinnell Assessments & continuum of literacy development for next steps • Literacy focused PL (school based) • Teacher mentorship—workshop observation • Gradual release of responsibility to model skills over time. • Embedded collaborative planning time 	<ul style="list-style-type: none"> • Growth in Fountas and Pinnell benchmarks • Observation and documentation of differentiated instruction based on continuum of literacy development • Quality workshops occurring within classrooms • Lethbridge School division Writing Continuum for formatively assessing writing

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
<p>Implement Universal Design for Learning strategies into daily practice and planning which includes:</p> <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice 	<ul style="list-style-type: none"> • Shelley Moore • LST • Teacher Counsellor • Mind-Up • Wee Thinkers • Kids In The Know • Mental Health Capacity Building Team 	<ul style="list-style-type: none"> • LST—support within classrooms and provide information to teachers and support staff • Teacher Counsellor—universal and targeted supports for students, provide information and support to teachers • Embedded collaborative time to meet with LST, teacher counsellor and administration • Mental Health Capacity Building team booked for each class minimum once/year 	<ul style="list-style-type: none"> • Regulated & focused classrooms • Consistent tools utilized throughout the school supporting universal programming (visual schedules, fidget tools, calm corners etc.) • Common language amongst staff and students
<p>Create a safe and caring environment for all and an appreciation for all cultures—anti-racism focus.</p>	<ul style="list-style-type: none"> • Division leads expert (FNMI, Counselling, Anti-racism committee, Positive Spaces) • Youth Engagement Officers • SoGi Document • Culturally Responsive Schools 	<ul style="list-style-type: none"> • Friday morning FNMI learning sessions • Explore and promote celebration and holidays from various cultures eg. Ramadan, Eid etc. • Utilizing front display cases to showcase diversity (Ramadan, Pride, Orange Shirt Day, etc.) 	<ul style="list-style-type: none"> • APORI • Student engagement in cultural celebrations at school • Growth in conversation about diversity • Visible displays supporting diversity in and around the school • School-wide celebratory events (Smudge, Indigenous dancing, etc)
<p>Meet the language and academic needs of English Language Learners at MMH.</p>	<ul style="list-style-type: none"> • ELL Benchmarks • Dutral sentence frames • Talk About resources • Sheltered Instruction (SIOP model) • Bev Smith • Paula Markus 	<ul style="list-style-type: none"> • LST—ELL delegation (scheduled weekly push-in classroom support) • ELL Benchmarking binder system 	<ul style="list-style-type: none"> • Benchmarking completed thoroughly and properly—impact on instruction within the classroom • Growth in language and academic skills of our ELLs—progress on the benchmarks

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Goal	Study/Resources	Strategies	Measures
<p>Promote a culture of gratitude and kindness within the school community.</p>	<ul style="list-style-type: none"> • Administration • Teaching Staff • Teacher Counsellor • MHCB Team 	<ul style="list-style-type: none"> • Student BOOST Board Bulletin board recognizing student acts of kindness—read Boost notes on announcements each morning • Hand BOOST notes back to students and staff • Providing universal and targeted instruction on mindfulness, gratitude, kindness • Targeted instruction with teacher counsellor • Service projects to support and show gratitude to our school community 	<ul style="list-style-type: none"> • BOOST slips on bulletin board from students • Less playground and classroom conflict • Observable regulated classrooms • Students using vocabulary of kind words and kind actions

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 engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"> • Inquiry templates • Resources as requested by individual teachers or teaching teams • Regular Generative dialogue meetings with grade teams and administration 	<ul style="list-style-type: none"> • Time scheduled for collaborative groups—embedded in schedule 	<ul style="list-style-type: none"> • Staff engagement • Observable change in instructional practice
Learn about and implement thinking routines that deepen student understanding and value and extend the thinking and creative process.	<ul style="list-style-type: none"> • Ron Ritchhart—Cultures of Thinking, Making Thinking Visible, Project Zero • Creating Thinking Classrooms -Garfield Gini-Newman and Roland Case 	<ul style="list-style-type: none"> • Model a thinking routine at each staff meeting—provide opportunities for staff to share learnings, practice in low-risk environment • Attend Ron Ritchhart PL opportunities • Provide routine cards/rings for each teacher • Where can routines be implemented in PBL projects? • Focus on each culture during staff meeting PL—Purchase Ron Ritchhart book for staff 	<ul style="list-style-type: none"> • Teacher feedback—survey • Classroom dialogue observation • Generative Dialogue meetings
Continue to focus on Project-Based Learning with a particular emphasis on: <ul style="list-style-type: none"> • Effective student collaboration • Feedback processes that lend value to process and lead to high quality products • Purposeful exploration of how PBL pedagogy and strategies can be incorporated into regular instruction in addition to the big projects • Incorporating Cultures of thinking into PBL 	<ul style="list-style-type: none"> • Thinking routines • PBL Works • Stephanie Harvey • Kristin Zeimke • Ron Richhart—Cultures of Thinking, Making Thinking Visible, Project Zero • Creating Thinking Classrooms -Garfield Gini-Newman and Roland Case 	<ul style="list-style-type: none"> • Harvey & Zeimke videos—explicit and effective student collaboration • Embedded time to plan for PBL units—use thinking routines and learning about collaboration to implement within plans • Provide release times for teachers to plan new projects 	<ul style="list-style-type: none"> • Reflection on feedback processes/quality of student products • Reflection/feedback on effective student collaboration • Reflection/feedback from students on PBL learning, engagement and collaboration

School Goal or Inquiry

Note—this section will be completed in the fall and plan updated by October 1, 2022

In what ways can we cultivate and nurture staff to embody our values as a thinking community to positively impact student learning and growth?

Possible Resources:

Strategies	Timeline	Indicators of Success
Build a shared understanding as a school community of what we value - examine 8 cultures of thinking beginning with environment, language and expectations.	Ongoing Once a month Staff meetings Informal team meetings	Creation of shared value statements—staff input, community input, student input, Value statements that reflect a positive vibrant vision for MMH.
Regular generative dialogue with individuals staff members and grade team (focusing on environment, language and expectations)	Grade teams—twice a year for 90 mins Individuals—twice a year one on one meetings Ongoing facilitation at staff meetings once a month	Documentation by staff and admin of evidence of change in practice, Positive staff engagement in dialogue
School Community engagement to building a shared understanding of what we value	Survey Opportunities to learn about the 8 Cultural Forces—focusing on environment , language, and expecta-	Parents will have input building our shared values. Parents feel hear and have contributed to our value statements.