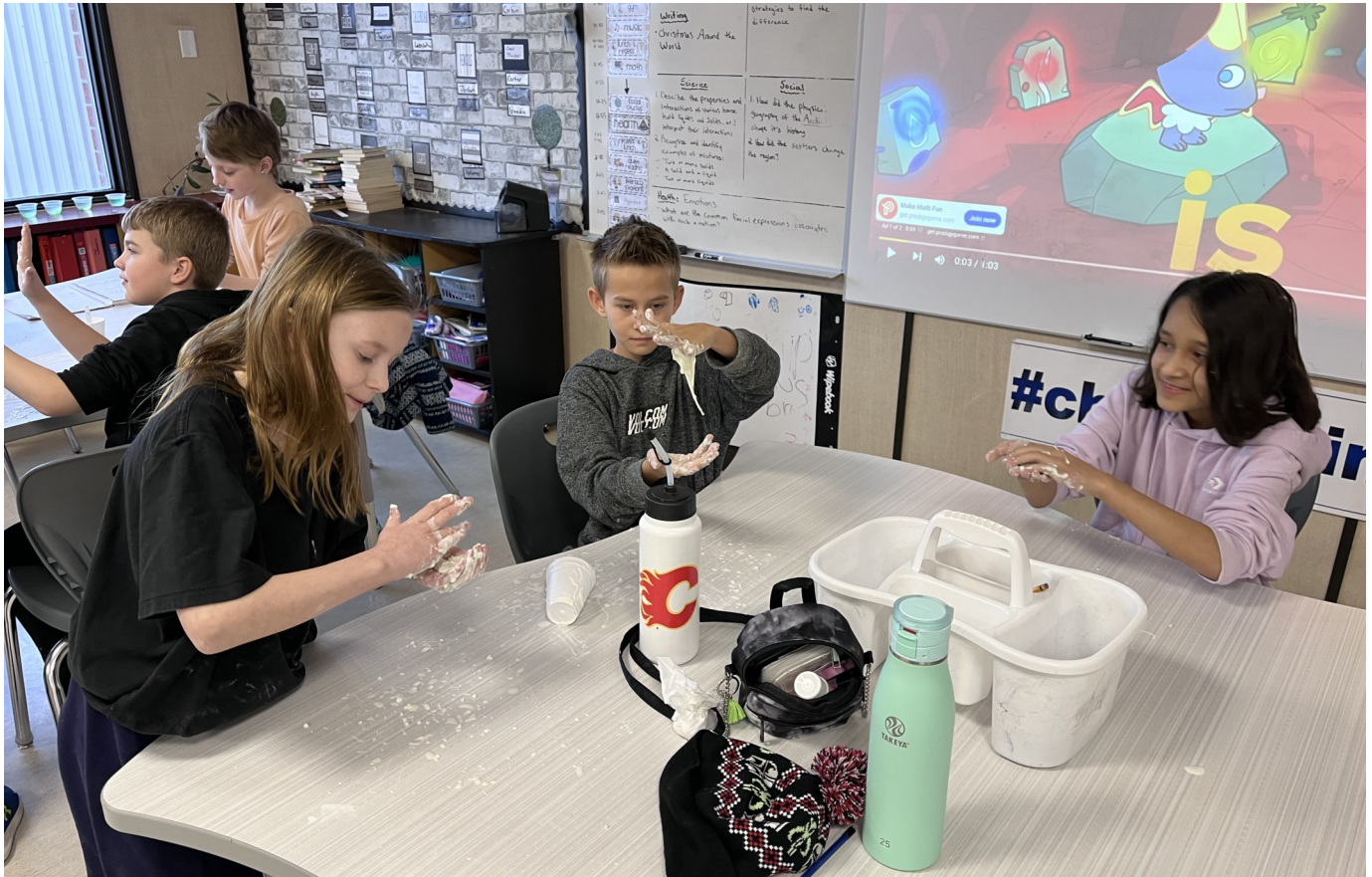


Mike Mountain Horse Elementary School



2023/24 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



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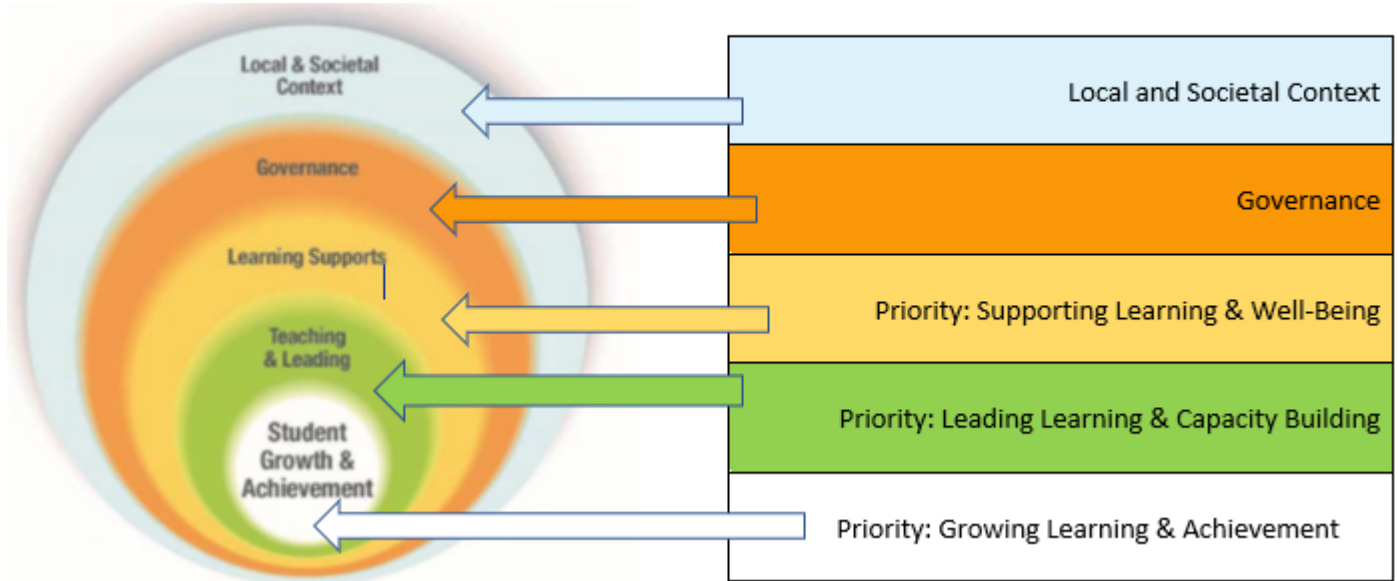
ASSURANCE PLANNING

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.

ALIGNMENT OF BOARD PRIORITIES WITH PROVINCIAL DOMAINS IN ANNUAL ASSURANCE PLAN



Welcome to Mike Mountain Horse Elementary school! Our school serves approximately 650 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 is dedicated to building a culture that is inclusive, welcoming, caring, respectful to celebrate and affirm the diversity of our ever-changing population. We strive to sustain a safe learning environment where we inspire passionate learners.

Our dedicated staff includes teachers, a teacher-counsellor, educational assistants, administrative assistant, administrative support, speech assistants, a 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 PRIORITY—GROWING LEARNERS AND ACHIEVEMENT

Outcomes

- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Student apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experience.
The school applies the resources needed to support Indigenous student achievement.
- 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 (includes provincial testing—PAT & Diploma tests, provincial and division literacy & numeracy assessments).

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	Strategies	Resources	Measures
<p>Reflect on and refine best practices in Literacy instruction to show measurable improvement in student’s reading and writing.</p>	<ul style="list-style-type: none"> • School-based Literacy-focused PL • Grade team residencies facilitated by the Literacy Lead teacher • Create common understanding of reader’s and writer’s workshop models • Utilization of Running Records to provide feedback to students • Intentional grouping of students for learning • Students set goals for next steps in the development of reading and writing skills. • Developing foundational and pre-literacy skills (e.g. phonemic awareness, oral language) • Increasing access to a variety of genres and levels of literature in classrooms. • Collection and use of exemplars to inform student growth 	<ul style="list-style-type: none"> • Literacy Lead teacher • Fountas & Pinnell Benchmark assessment • F&P Continuum of Literacy Development • Levelled Literacy Intervention kits • Decodable texts • Rime Magic (K-3) • Dedicating resources to purchase books for classroom libraries • Lucy Calkins writer’s workshop • Division Writing Continuum • Student exemplars that demonstrate specific skills. 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark assessment • Alberta Education assessment Results • Reading and Writing Workshop models observable in all classrooms. • Division writing continuum used for formatively assessing writing. • Student exemplars that demonstrate specific skills.

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Provincial Assurance Survey measure of learning engagement

High School Completion

Goal	Strategies	Resources	Measures
Teachers will implement consistent practices that support student development of a deep understanding of number sense.	<ul style="list-style-type: none"> • Math workshop • Begin developing common scope and sequence for instruction • Vertical non-permanent surfaces • Intentional grouping of students for learning • Analysis of assessment results (such as MIPI, Math Inventory, Alberta Education assessment, classroom assessments) • Rich tasks to provide opportunities to think richly/deeply. • Including multiple entry points to develop understanding. • Concept-based instruction to support development of conceptual understanding (not only procedural fluency, process over product) • Grade team residencies facilitated by the Numeracy Lead teacher 	<ul style="list-style-type: none"> • Building thinking classrooms • BFF kits K-5 • Math Up • Numeracy Lead Teacher residencies • Jo Boaler—youcubed website • Math Workshop book (Lempp) • Manipulatives 	<ul style="list-style-type: none"> • MIPI results—post-assessment (following year) • Math inventory results • Alberta Education assessment Results • Observation and documentation of student thinking and conversation • Observation and documentation of numerate thinking skills (i.e. problem solving, critical thinking, reasoning)
<p>Application of foundational knowledge about First Nations, Metis and Inuit.</p> <p>Orange Shirt Day</p> <p>Treaty 7 Day</p> <p>National Day of Indigenous Peoples</p>	<ul style="list-style-type: none"> • Implementation of Indigenous Awareness activities—tipi raising, pow wow, indigenous games, elder visits • Character Education through the & Sacred Teachings • Incorporate land based learning through Outdoor Learning activities 	<p>Indigenous Lead teacher announcements each Tuesday</p> <p>Niitsitapi Landscapes Exhibits purchased and displayed throughout school</p> <p>School-Based Indigenous committee</p> <p>Take Me Outside website—shared with staff and students</p>	<p>Observation/walk throughs</p> <p>Surveys to measure level of understanding for students, and staff</p> <p>Feedback from students and staff (anecdotal feedback such as conversations)</p>

DIVISION PRIORITY—LEADING LEARNING AND BUILDING CAPACITY

Outcomes

- Respond to the unique learning needs, interests and cultural, social, and economic circumstances of all.
- Improve professional practice through collaborative engagement in processes of growth.
- Ongoing professional learning programs prepares staff to meet high standards of practice.
- Teachers and leaders use a range of data to inform cycles of evidence-based continuous learning.
- Teachers and leaders apply effective communication strategies to work with parents/guardians as partners.

Performance Measures

Provincial Assurance Survey measure of educational quality.

Goal	Strategies	Resources	Measures
Staff engagement in inquiry-based professional learning as part of growth planning.	<ul style="list-style-type: none"> • Encouraging staff to align Division collaborative communities, Inquiry project and Engagement time to maximize focused professional growth. • Embedded collaborative team time biweekly • Dedicated PL time during staff meetings. • Provide release time for teachers to mentor colleagues 	<ul style="list-style-type: none"> • Collaborative time—detailed notes of action items, accomplishments, plans • Utilizing ATA days to work collaboratively with staff • Staff sharing during staff meetings—implement Fall 2023 	<p>Staff engagement</p> <p>Observable change in instructional practice</p> <p>Ongoing feedback for teacher inquiry</p> <p>Tracking generative conversations with teachers, grade teams and division teams</p>
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"> • Model a thinking routine at each staff meeting—provide opportunities for staff to share learnings, practice in low-risk environment • Continue to build routine cards/rings for each teacher • Where can routines be implemented in PBL projects? • Focus on each culture during staff meeting PL • Continues focus on Creating Cultures of Thinking Book Study—Using data collected from previous year to continue to drive learning 	<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 • Face to Face PL with Garfield Gini Newman—working with staff, focusing on Inquiry learning/ Project Based Learning 	<ul style="list-style-type: none"> • Observable use of thinking routines in classrooms • Classroom dialogue observations • Generative conversations about student thinking and learning
<p>Continue to focus on Project-Based Learning with a particular emphasis on:</p> <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 	<p>Harvey & Zeimke videos—explicit and effective student collaboration</p> <p>Embedded time to plan for PBL units—use thinking routines and learning about collaboration to implement within plans</p> <p>Provide release times for teachers to plan new projects</p>	<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"> • Reflection on feedback processes/quality of student products • Reflection/feedback on effective student collaboration • Reflection/feedback from students on PBL learning, engagement and collaboration • Revision and change

DIVISION PRIORITY—SUPPORTING LEARNING AND WELL-BEING

Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted to meet learner needs emphasizing belonging & high expectations for all.
- Shared understanding of an inclusive education and collaborative partnerships to support learning.
- Cross-ministry initiatives and wrap-around services enhance conditions for optimal learning.
- Students are active, healthy, and well.
- Infrastructure, including technology, supports learning and meets the needs of students, families, and staff.

Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.
 Provincial survey measure of access to supports an services

Goal	Strategies	Resources	Measures
Implement Universal Design for Learning strategies into daily practice and planning which includes: <ul style="list-style-type: none"> • Self-regulation • Trauma-informed practice 	<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 • Positive School Wide Behaviour Supports 	<ul style="list-style-type: none"> • Shelley Moore • LST • Teacher Counsellor • Mind-Up • Wee Thinkers • Kids In The Know • Mental Health Capacity Building Team • A Little Spot—Diane Alber • Behaviour Matrices—visible references for students and staff on expected student behaviour in targeted areas of the school 	<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 • Student school-wide behaviour plans are evidenced in how students move through the school, interact on the playground and
Create a safe and caring environment for all and an appreciation for all cultures—anti-racism/anti-oppression focus.	<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"> • Division leads expert (FNMI, Counselling, Anti-racism committee, Positive Spaces) • Youth Engagement Officers • SoGi Document • Culturally Responsive Schools • Start Here Start No: A Guide to Antibias and Antiracist Work in Your School Community—Liz Kleinrock 	<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, Tipi raising, Pride, etc)