

General Stewart School



2020/21 Three Year Education Plan

and

2019/20 Results Report

Vision Statement

Our learners are innovative thinkers who are successful, confident, respectful, and caring.

Mission Statement

Lethbridge School Division is inclusive,
forward-thinking, and accountable
for engaging students in quality learning experiences
that develop strong foundations, innovative minds
and responsible citizens



www.lethsd.ab.ca



Lethbridge School Division Priority: Achievement

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.

- 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 student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the 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.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.

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

Strategies:

- Provide continued Speech Language support.
- Continue to implement a "fluid" assignment of our educational assistants.
- Continue to provide excellent individual/small group learning experiences.
- Continue to support all staff as they progress through their individual growth plans.
- Continue to expect excellence from all staff.
- Continue to update our school literacy and numeracy plans.
- Promote Lead Teacher Residency opportunities for staff that wish to participate.
- Continue to provide opportunities through staff meetings, professional development days and collaborative meetings for staff to increase their capacity in literacy, numeracy and Universal Design for Learning (UDL).
- Continue with the grade five leadership program. (Some aspects are paused at this time)
- Use field trip and virtual learning opportunities to enhance learning experiences in our classrooms.
- Staff work together incorporating Indigenous perspectives and resources into classrooms.
- Promote on-line readiness to ensure high quality instruction in case of movement to on-line learning.
- Review ICT outcomes and how we are achieving them as a school.
- Provide staff with opportunities to access PD and develop leadership capacity (Acting admin, Committee involvement and leadership, etc).

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.

Lethbridge School Division Priority: Inclusion

OUTCOMES:

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

Performance Measures

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

Strategies:

- Implementation of Growth Mindset and "Energy Giver" visuals and vocabulary.
- Continue classroom practices of morning meetings.
- Continue classroom practices of character building, seven habits instruction, circle of courage and Kelso's choices.
- Continue offering students opportunities to engage with extended learning opportunities, field trips, on-line, in-class presentations. **(Some aspects are paused at this time)**
- Continue offering students an opportunity to participate in the Rocky Mountain book club.
- Continue to offer our kindergarten students a technology buddy when visiting our computer lab. **(paused)**
- Continue to carefully and purposefully share information about the learning needs of our students as they transition to the next grade.
- Continue the development of a makerspace program as well as other inquiry activities in our Learning Commons.
- Provide opportunities for students to participate in extracurricular activities. **(Paused at this time)**
- Provision of Music program through the sharing of a music teacher between General Stewart and Fleetwood Bawden Elementary Schools.
- Cultivate connections with groups in the community such as the Heritage Lodge. **(Paused at this time)**
- Continuation of our Healthy Choices Nutrition Program to promote health, wellness and making good choices.
- Grade 5 Leadership program to support the school in a variety of capacities such as lunch buddies, photography, announcements, and culminating in a final project created by the students. **(Some aspects are paused at this time)**
- Community Building through school-wide activities, inter-grade buddy opportunities, theme days, school shirts and masks, outdoor walks and the use of Teams video for our morning announcements and exercises. **(Some aspects are paused at this time)**

PROVINCIAL GOALS

- Alberta's students are successful.
- Alberta has excellent teachers, and school and school authority leaders.

Lethbridge School Division Priority: Innovation

OUTCOMES:

- 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.

Performance Measures

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

Strategies:

- Universal Programming in classrooms with Counsellors where possible.
- Continue to schedule a sports day; encouraging individual and team sportsmanship skills. **(paused)**
- Continue to schedule a cross graded 100th day celebration.
- Continue our school-wide walks around Henderson Lake and visiting our Emergency Evacuation Site.
- Adjust supervision, entry and exit procedures to align with safety and distancing procedures from School Division and AHS
- Continue to keep our back entrance locked at all times (except during inclement weather).
- Continue to implement six fire drills and two lockdown drills this year.
- Continue our involvement in the following community programs: Terry Fox run, Tree of Hope campaign, the Lethbridge Food Bank, and the Lethbridge Legion.
- Promote School-wide inclusion using visuals and practices including Indigenous language and practices.
- Continue to support our LGBTQ community.
- Implementation of Growth Mindset and "Energy Giver" visuals, vocabulary within the school.
- Providing each student an opportunity to allow the school community to "Get to Know Them" through our Morning Teams meetings.
- Continue our close, co-operative relationship with our parents.
- Continue our close, co-operative relationship with our school council.
- Clothing Exchange Evening(s). **(paused)**
- Evening Meal and Activity Nights to promote Community Building. **(paused)**
- Build relationships with other community groups such as the Heritage Lodge. **(paused)**
- Use of visual Digital portfolio to show student work, connect with parents, learn about themselves and share their voices. (myBlueprint)
- Continue to look for new ways to improve our school with an emphasis on trying new things, making mistakes and learning from them. In this process we encourage continuous improvement for everyone in our school.

School Priority: Promoting best practices in Wellness, Literacy, Numeracy, Indigenous Education Community Building and on-line Capacity

Outcomes:

General Stewart staff will continue to maintain high expectations and work diligently to improve instructional practices and learning opportunities for our students while instilling the characteristics of resilience, curiosity, community and learning opportunities for our students.

Performance Measures

Maintaining the use of effective practices and observing the extent to which students and staff demonstrate the attitudes, skills

Strategies:

- Visioning Process.
- Reflect on current practices and effectiveness.
- Review and collaborate on Comprehensive School Literacy and Numeracy Plans.
- Establishment of Literacy and Numeracy PD Committees to plan PD activities throughout the school year.
- Provide PD opportunities and collaborative time during PD days.
- Engagement Time and Inquiry-based Growth Plans for Teaching Staff based on staff identified choices.
- Growth Plans for Support Staff based on staff identified choices.
- Team approach to School Improvement.
- Access to Lead Teachers for assistance and resources.
- Provide visual cues regarding Growth Mindset, incorporate opportunities for students to take risks in their learning and use vocabulary to help students understand that learning is a process and that struggling with something difficult helps to build the capacity to become resilient, determined and courageous.
- Continuing to use a variety of assessments to guide instruction, including but not limited to F&P results, MIPI results, SLA's and other classroom assessments.
- Investigate ways to expand use of LLI Literacy resources in classrooms to be used by more students.
- STEAM, Comic Book, Book Trailer and Tinker clubs to allow students opportunities to explore and gain new skills via student interest-based activities. **(Paused at this time)**
- Incorporation of un-structured play/exploration time in Div I classes to increase student understanding/ reflection and self-regulation.
- Continuation of self-regulation practices in our school, including health hustles, focus breathing, yoga and The Power of Yet. **(Some aspects are paused at this time)**
- Inclusion of Land acknowledgement and a Blackfoot language appreciation in our Morning Exercises.
- Staff connection with the Coordinator of Indigenous Education and our Elementary Indigenous Education teacher to assist in identifying and including Indigenous perspectives and resources in our classrooms and school.

Accountability Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6440 General Stewart School



Measure Category	Measure	General Stewart School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.0	92.1	89.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.3	93.3	89.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.9	95.3	94.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	88.9	90.0	87.1	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.9	86.3	83.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.6	95.0	90.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.9	98.3	85.6	81.5	81.0	80.9	Very High	Improved	Excellent

Highlights

Our Accountability pillar results continue to be Very High and our partnership with our School Council is very positive and effective. We have continued to promote Growth Mindset for everyone in the school and work hard to connect with every student and family in our school. We are working together as a staff to develop hygiene, safety, cohort and distancing protocols that work for our school. We re-visit them frequently to make sure we are doing the best we can. Our Community Meal and Activity Evenings have been a great hit and while we can't host them this year, we are looking for more ways to build community and stay connected. We recently purchased a large outdoor inflatable screen to hold outdoor activities when the weather gets warmer. We invite parents to join us on our school walks to Henderson Lake and continue to look for innovative ways to improve our school.

Challenges to Address

Even though we are a small school and a tight community, we are still looking for new ways to increase engagement at the school and classroom levels. This year in particular, we are finding ways to stay connected while adhering to cohort and distancing protocols. It is difficult but we are trying innovative practices to connect with one another. We have used Teams meetings to host Halloween Celebrations and our Remembrance Day Assembly so that our parents can watch. We are also looking at other applications of Teams to continue to stay connected as a school and a community.

Other challenges include our classroom furniture, water drainage in the playground and parking lot, and small-school funding concerns.