



School Education Plan & Results

WORKING TOGETHER TO HELP EVERY STUDENT LEARN AND EXCEL

Cold Lake Elementary School 2023-24



School Administration:

Chris Vining, Principal

Natalie Ogrodiuk-Whaley, Assistant Principal

School Education Plan & Results

I. School Mission/Vision/Values

Mission: At Cold Lake Elementary School, we cherish and nurture the whole child through education with a HEART.

Vision: Continually adapting and improving our educational repertoire and the tools we use to better prepare our students to meet and thrive in a world of continuous change.

Values:

H.E.A.R.T. (Helpful, Encouraging, Attitude, Respect, Think STAR)

Continual growth; Accepting of differences; Collaborative climate; Results focus; Accountable to our stakeholders; Morally intelligent community; Building Leadership capacity; Involving and supporting our stakeholders in our school community.

II. School Education Plan Development

Briefly outline the process of development of the School Education Plan include reference to school staff, school council / community, and students if applicable.

Teachers:

- Meet with school staff to discuss our plans for the year
- Reflect on progress

Support Staff:

- Invited to attend planning meetings and offer feedback on school progress and activities
- Offer opportunities to engage in PD for professional growth and to learn about new school goals
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School Council:

- Shared in November at meeting
- Post to website

SET:

- shared progress and planning during out scheduled meetings

III. School Improvement Priorities

NLPS Priority #1: Northern Lights Public Schools will Improve the Mental Health and Wellness of Students
NLPS Priority #2: Northern Lights Public Schools will Improve the Numeracy Skills of Students

<p>School Improvement Priority #1: In what ways and to what extent will a focus on numeracy strategies, resources and instructional practices improve student achievement and teacher confidence in math/numeracy</p>	
<p>Measurement Tool(s)</p> <ul style="list-style-type: none"> • CAT5 (gr.2/3) • Gr. 2/3 IXL assessments • anecdotes from teachers • Gr. 1-3 provincial numeracy assessment • successful leveling up of skills for intervention students via small group intervention 	
<p>Measurement Target(s)</p> <ul style="list-style-type: none"> • First round of grade 2,3 data on SLA dashboard has both grades as below the 25% of at risk benchmark • gr.1 will do assessments in January to set their baseline • Decrease the at-risk number for all grades, but also try to get all categories at below 25% at risk • CAT 5 for gr. 2 and 3 in comparison to provincial assessments • 	
<p>Strategies</p> <ul style="list-style-type: none"> • numeracy PD Tuesday sessions when available • School based numeracy pd days in conjunction with ASAA and LTA • Thinking Classrooms PD (trying to get teacher leads to come as well) • grade alike curriculum collaboration meetings where intentional questions are posed around delivery of new curriculum for numeracy • Move from trial to implementation of Mathology in classrooms • Individual teacher PGP plans • grade 2/3 IXL use in class and at home • training EA's in use of Do the Math to use as intervention tool • K-3 teachers working with learning consultants on implementing Mathology as a universal 	
<p>Resources</p> <ul style="list-style-type: none"> • providing budget for purchase of classroom resources • release time of 1/2 day per 6 weeks (6 total sessions) for the school year with focus on spending part of each day focused on numeracy strategies • Admin gaining better understanding of Mathology • Admin involvement in Peter Lilljedahl PD sessions • open offering to teachers for sessions offered by learning consortiums • teacher professional growth plans • focused numeracy interventions in 2/3 in second semester for students identified with learning loss 	
<p>Timeline</p> <ul style="list-style-type: none"> • Sept work with ASAA/LTA on PD plan • Plan out monthly release dates with staff (Sept) • JR sessions (December/May) • outside PD ongoing • Sept: acquire Mathology resources • during curriculum collaboration meetings, regular questions pointed specifically to numeracy instruction • Nov, Feb: Admin PD on Thinking Classrooms in person, hoping to bring some teachers if available/willing • Jan, May: CAT4 administration to gr.2/3 • Sept, April: numeracy assessment (provincial) administered in gr.2,3 • Jan, May: gr.1 numeracy assessment • Meeting 3x per year to review PGP's and checkin 	
<p>2022-23 Results Impacting 2023=24</p>	

<ul style="list-style-type: none"> ● now working in the new curriculum, we are looking at new results and data ● CAT data has been somewhat unreliable ● Gr.2 CAT increased from 1.15 to 2.43 grade equivalent ● Gr.3 CAT increased from 1.93-3.47 grade equivalent ● gr.1 end of year numeracy assessment showed 40% at risk, those students to gr.2 reduced to 24% at beginning of 23/24 ● beginning of 23/24 gr.3 at risk down to 12%
<p>2023-24 Comments</p> <ul style="list-style-type: none"> ● IXL usage is declining. will need to investigate reason why, is it the new curriculum? ● Look at changing subscriptions for 24/25 ● strong work being put in by teams and individual teacher ● updated PGP's in February ● CAT upcoming for gr.2's ● unable to secure sessions with Jackie R. ● ●

<p>School Improvement Priority #2: In what ways and to what extent will a focus on universal supports, via teachers, SAC, outside providers (OT/SFSK) and targeted small group supports combined with implementing our PBIS plan provide for better mental health for the CLES school community</p>
<p>Measurement Tool(s)</p> <ul style="list-style-type: none"> ● SAC mental health survey ● SAC data on small groups and counseling clients ● staff/parent anecdotes and requests for support ● office visits ● parent meetings
<p>Measurement Target(s)</p> <ul style="list-style-type: none"> ● Improvement to student survey data ● full implementation of PBIS
<p>Strategies</p> <ul style="list-style-type: none"> ● SAC programming for all classrooms ● OT programs to all classrooms ● SFSK programs to all classrooms ● school wide assemblies with focuses on things like empathy, bucket filling, charity, demonstration of collective talents; School wide 'Spirit' dress up days on assembly days ● creating student recognition program under PBIS ● inter-grade 'reading buddies' style programs around a variety of topics and academics. *Not just specific to literacy ● service providers like OT/SLP and SFSK available at public events in the school like concerts, interview nights, etc ● Peace Patrollers work with and are inserviced with our SRO to provide buddy mentors during breakfast club, lunch monitor, recess/playground monitors, etc. ● Focus on reducing gr.3 transition stress through a transition to NHS that uses a longer timeline ● SAC Google Classroom for staff that will be updated monthly with resources to use in class ● SAC monthly newsletter to parents/school community ● Completing PBIS matrix and implementing in early 23/24 ● Classroom teachers matrices begin work ● minimum of 3 outside presenters to come in for school wide presentations/performance themed around empathy, self esteem and resiliency
<p>Resources</p> <ul style="list-style-type: none"> ● SRO ● SAC ● SLP/OT ● SFSK ● special presenters ● targeted community support activities (ie. Paws for a Cause) ● Using PGP meetings as a staff checkin i

<ul style="list-style-type: none"> • Division Wide/School based PD days/PD Tuesdays • PBIS • Collaboration with ASAA/LTA
<p>Timeline</p> <ul style="list-style-type: none"> • SRO: Sept and Oct • SAC class sessions: ongoing throughout, monitor and change focus as needs present • Oct. SAC google classroom started, updated monthly • Oct 'reading buddies' start, continue through year • Ongoing: service providers • December: PBIS matrix nearing completion • January: schoolwide Matrix ready to be introduced to classrooms • Spring Break: Classroom matrix are prepared and presented •
<p>2023-24 Results</p> <ul style="list-style-type: none"> • 2022 showed strong improvements on MH survey data •
<p>2023-24 Comments</p> <ul style="list-style-type: none"> • continued our universal focus • excellent MH survey results, K-2 closed all gaps • shared results with school council at March Meeting • shared results with staff at April meeting • focus moving forward will be on resiliency skills and finding trusting adults • Matrix was not completed by Spring Break, will be completed at April 26 PD • Final version of Matrix to be shared with staff in May for full implementation •

IV. Professional Learning Plan

Outline the school professional learning plan to assist with the implementation of the strategies for each improvement priority. Please include information on the resources required (including budget), timelines, participants (not individual names) and other pertinent information.

<p>Mental Health:</p> <ul style="list-style-type: none"> • PBIS site team meeting to review progress • Meet with Grace to help vision where we go next • PD with Tom Hierk in November, possibly later in year as well • Division/School PD days will have time dedicated to developing the PBIS model • Once school model created, teachers create for own classrooms <p>Numeracy:</p> <ul style="list-style-type: none"> • Meeting with Learning Consultants to create confidence and understanding with Mathology • Team collaboration time to work together in grade alike groups on Mathology and other numeracy strategies • School and Division PD days • collaboration time with ASAA/LTA as can be made available • PGP discussions • Identify some teacher leaders who are more confident in Mathology to mentor others • Learning Network PD as comes available •

V. Communication Plan

Outline a plan on how the school will communicate the School Education Plan, as well as progress, to staff, parents, students (if applicable) and other stakeholders.

- Admin:
 - use our Facebook site to share information and school highlights/programs
 - alerts sent out as needed with critical information
 - Monthly check in with parent council members
 - making ourselves available at school doors at the start and ending of the day if parents want to chat
 - Following up with parent inquiries
 - maintaining updated website
- Staff:
 - staff will have regular (monthly minimum) classroom letter going home print and electronically
 - Google classroom to be used by all staff
 - keeping parents informed using the school agendas
 - regular review of progress (3x/yr min) at staff meetings
- Parents:
 - School Council
 - Updating in spring with school council as data is available
 - Sharing items to be shared on PAC FB page
 - student sharing
 - checking student agenda and communicating with teacher in it if needed
 - parent learning nights, facebook, school wide alerts
 - Attendance call outs & Alerts when needed
 - Ensuring accurate email/sms contacts for school information are kept current
- Students:
 - announcements made daily of school activities, highlights, joke of the day
 - inform students of the two overarching goals our school teams are working on
 - Assemblies
- General:
 - using the school facebook and website to share accomplishments and school activities & events

VI. Monitoring Calendar

Outline the steps the school will undertake to monitor progress of the School Education Plan throughout the school year.

August <ul style="list-style-type: none">••
September <ul style="list-style-type: none">• Staff professional growth plan meetings held, look to how it impacts plan•
October <ul style="list-style-type: none">• Analyze testing data and applications to the plan from gr.2/3•
November <ul style="list-style-type: none">••
December <ul style="list-style-type: none">• Review progress with staff•
January <ul style="list-style-type: none">• Gr.1 assessments, look at data results•
February <ul style="list-style-type: none">• Analyze MH survey data and how it applies to plan•
March <ul style="list-style-type: none">• Review survey data with staff• Go over school plan progress
April <ul style="list-style-type: none">••
May <ul style="list-style-type: none">• standardized assessment administration•
June <ul style="list-style-type: none">• look at assessment data and impact on plan

VII. Endorsement

As the representative of the School Council at this school, I hereby give my endorsement to this School Education Plan for the school year. I hereby acknowledge that the School Council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date