



East Lake School

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st C competencies, this year our school developed and implemented school wide strategies, approaches and programming focused on literacy and numeracy. Prior to the start of the 2017/18 school year, literacy and numeracy coaches began the work of creating a school wide literacy and numeracy plan.

Our literacy plan utilized our school-based learning coaches along with divisional learning specialists to support teachers continued growth and understanding of the Rocky View Literacy Framework. Teachers continued to hone their skills in relation to the divisional benchmarking tools for kindergarten to grade 6 by working with our literacy coaches and participating in professional learning. All classes are using a balanced approach to literacy utilizing strategies to support all learners. Our grade 1 to 3 teachers along with learning support teachers were all trained in Levelled Literacy Intervention and utilized it to support struggling readers. English and French immersion students struggling with reading benefited from intensive intervention in the classroom or with a literacy specialist. At the upper levels, many of teachers use Reader's and Writer's Workshop and Empowering Writers. Our middle level teachers worked closely with their Literacy Coach to implement research based best practices across the curriculum.

Our numeracy team began the process of developing a Success in Numeracy Plan. Interested teachers were provided with release time to work with our school based numeracy coach. During this planning time, they focused creating plans linked to current research based best practices in numeracy instruction. In addition, multiple numeracy resources were purchased to support students in the classroom. All classes k-6 now share one numeracy cart per 2 classes. These carts provide students with the manipulatives they need to support the development of a conceptual understanding of mathematics. School-based professional learning opportunities were provided throughout the year focusing on effective numeracy practices. These sessions were supported by our school-based numeracy coach, the RVS numeracy specialist and Calgary Regional Learning Consortium Numeracy specialist. Parents were invited to participate in 2 parent workshops focused on providing them with strategies to support their children at home. Finally, our numeracy coach created a numeracy blog which includes information, and strategies to support student learning along with complex problems for students.

Throughout the year teachers were provided with job-embedded professional learning related to literacy and numeracy. Release time was given to all teachers to collaboratively plan with our learning coaches and divisional learning specialists. During this collaboration time, teachers worked with the coaches to develop projects and plans reflective of current research based best practice in literacy and numeracy. Professional learning days focused on literacy and numeracy with built in choice to address various levels on understanding.

To carry this work forward into the coming year, a committee was formed in the spring to look more closely at how we support all learners in literacy and numeracy development. They examined the needs of all learners in relation to the content knowledge being delivered, the tools that were used during the learning process, and the supports they were receiving in the learning environments. Moving forward, the work of this committee will be a key driving force in our professional learning on universal learning environments and differentiating instruction related to literacy and numeracy. This committee will continue to meet in the coming school year and further examine our practices and the impact on student success.

SCHOOL PROFILE

East Lake School

Principal: Ragan Johnson

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Website: <http://eastlake.rockyview.ab.ca/>

School Profile:

Grade Configuration: K – 9 (French Immersion and English Programs)

Student Population: 905

No. of Teachers: 45

No. of Support Staff: 19

Unique Features of our school include:

- Dual track French Immersion and English Programs
- We are the only K – 9 school in Chestermere
- Strong focus on literacy, numeracy and science
- Extensive programming to support the social/emotional needs of students
- Caring, compassionate, dedicated staff
- Specialist teachers for music, band and physical education.
- Active school with a focus on integrating physical activity and healthy habits into daily practice

Quotes from Parent Advocates

“The Learning Commons and maker space idea is fantastic and better implemented here than in many other schools.”

“The Mental Health Fair was excellent and we would love to see more events like this throughout the year!”

“This is a welcoming school where staff are outside in the morning greeting families and they are visible after school when buses depart. They care for kids by making sure they are fed each morning through their breakfast program. The office staff is great!”

RECENT ACHIEVEMENTS

Numeracy. We continue to develop a strong understanding of numeracy and effective teaching strategies. Professional learning was targeted to ensure all staff gained insight into numeracy across disciplines. This included sessions with the RVS' divisional numeracy specialist, on-demand coaching, and a book study. Several teachers attended Professional Learning in Calgary and an International Conference.

We made a significant investment in manipulatives to ensure all grade levels have access to the tools required for students to make sense of mathematics. Every two classrooms now have a cart of age-appropriate manipulatives to share.

We developed a website dedicated to problem solving and introduced the problem of the month. This blog includes short informational pieces on how students make sense of mathematics and teaching to strategies to support this. It also houses a problem bank of rich tasks for all grade levels.

We offered parent sessions to help them understand what fluency looks like in mathematics and how to move beyond “just the facts”. We also held a Family Math Games night, where families were invited to explore different games that develop number sense and are easily accessible to all families.

Literacy. We continued our focus on ensuring literacy development across all grade levels. All teachers in grades 1-3 were trained in a program designed to support students struggling in literacy. Literacy specialist supported students in small pull-out groups as needed.

Teacher professional growth in literacy was supported in multiple ways. Literacy coaches worked with teachers to support their ongoing skill in the development of sound literacy strategies. Multiple professional development opportunities were provided at the school and through conferences and workshops. The positive impact of this training is evident in the work being done with all our students.

The school utilized a Response to Intervention Model (RTI) to ensure all students accessed the support they needed to improve their literacy skills.

Supporting the Diverse Needs of Students. Social/Emotional supports and a greater focus on physical activity and its impact on achievement have been a priority for staff and students this year at East Lake.

Adding a second Childhood Development Advisor to our staff this year has given us more opportunities to work with a larger number of students on more intensive support. This includes targeting social skills through small group work as well as more dedicated time to support the individual needs of students struggling with mental health concerns. Students in K – 5 now receive programming in Friends for Life and Second Steps as a part of their weekly instruction and our students in grades 6 – 9 participated in a full day Mental Health Wellness Day.

Staff in K – 4 have been learning about the importance of physical literacy and its benefits in the classroom. Teachers are integrating physical body breaks throughout the day targeting foundational movement skills that are necessary for gross motor development. The activities provide a great break for students and promote physical and mental health awareness.

PRIORITY AREAS OF FOCUS

Numeracy remains a priority area. This includes the use of manipulatives, common language, building an understanding of what achievement looks like, student communication of understanding through math journals, physical models, class discussion, etc. We will dedicate time to the development of understanding and skills in effective teaching practices. We will increase access to coaching time by adding additional staff dedicated to numeracy.

We will continue to work with the divisional numeracy specialist and ensure we align our work with RVS' goals, as outlined in the Numeracy Framework. Investing in professional learning for staff will be important as we move forward.

Continuing to inform parents remains a high priority, and we will offer a variety of workshops, games nights for parents and provide information about numeracy in our school newsletter and website.

We plan to move farther away from a one resource system (such as one textbook for a grade-level) to a more judicious use of multiple resources tailored to the needs of our students. We also need to move towards a more spiraled, integrated approach to teaching numeracy.

It is important to develop an understanding of where students are in their numeracy skills. Assessment/screening tools will help teachers determine where gaps are and develop strategies to address and close these gaps.

Science, Inquiry and Design Cohorts.

Students in all grades will continue to build their inquiry skills through authentic science investigations and experiences. Students in grades 5 – 9 will continue to have the

opportunity to take part in our school Science Fair. We will also enter teams from all grades in the ARPEGA Science Olympics. These experiences along with regular science labs will build students skills in the areas of scientific research, inquiry and experimentation.

RVS Professional Learning Cohorts will continue to be a priority as these design challenges are immersive, hands on, project based learning experiences. They require collaborative design and connections to the community and are highly engaging. Students will have an opportunity to make their learning visible through a culminating showcase.

Supporting the Diverse Needs of our

Students. Continuing to support the diverse needs of our students will remain a priority for the 2018-19 school year. This includes our continued commitment to supporting two Childhood Development Advisors who have been excellent resources for our students, parents and staff. They contribute to the day to day support of students in school as they monitor and follow up with students on a regular basis, can connect families with resources in our community, and can respond and support students in emergencies.

Our Mental Wellness day was a huge success and had a positive impact on our grade 6 – 9 students. We will offer this opportunity to students again early in the school year. Our K – 5 classes will continue to work on the Friends for Life program and Second Step, and opportunities for professional learning in mindfulness will be offered. Physical literacy will become a part of daily life in our K – 4 classes as staff and students will learn about the benefits of being physically active.

GOAL: LEARNERS ARE SUCCESSFUL

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ▪ Continue to develop common understanding of literacy and numeracy across the grade levels ▪ Fine tune our literacy program ▪ Develop and implement a Success in Numeracy Plan to address learner needs
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. ▪ (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Share competencies with parents in school newsletter ▪ Work collaboratively with staff to develop cross-curricular units that integrate 21st C competencies ▪ Support teachers in embedding the competencies into content areas
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. ▪ (AE) Annual dropout rate of students/FNMI students aged 14 to 18. ▪ (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. ▪ (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. ▪ (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. ▪ (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> ▪ Continue to develop student portfolios that highlight progress in relation to 21st C competencies. ▪ Provide learning coach support to teachers to develop their understanding of how to help students set and evaluate learning goals through feedback loops from multiple sources and self-assessment strategies. ▪ Ensure students know why they are doing what they are asked to do by providing clear learning targets, co-constructing rubrics and providing exemplars of quality work.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE ENGAGED.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Continue to collaborate with community partners to support hands-on learning ie. Fish in Schools (FINS), Safety City, Mobile Greenhouse, Listening Tails, etc. ▪ Facilitate opportunities for cross-graded and curricular projects ▪ Continue to send groups of teachers to Design Thinking cohorts offered through RVS ▪ Encourage and support cross-graded student partnerships ie. Learning Buddies. ▪ Develop common language and assessments across grades ▪ Examine learning progress
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. ▪ (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. ▪ (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Develop a formalized process for guiding learning walks ▪ Encourage, share, and celebrate innovation in teacher practice. ▪ Provide teachers with time to work together to plan lessons that imbed inquiry, 21st C competencies and literacy. ▪ Plan and implement cross-curricular inquiry units designed to foster curiosity and engagement in all learners ▪ Involve our in-school experts in planning and facilitating professional learning for staff. ▪ Cross-reference long-range and unit plans to ensure students are not repeating activities across grades ie. Novel studies, math tasks, etc.
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Provide parents with facts/research/data about why we are asking them to support us in ways we need (leverage newsletter, Facebook, Twitter, etc.). ▪ Continue to hold an early literacy and early numeracy evening for k-2 parents.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE SUPPORTED.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.	<ul style="list-style-type: none">▪ Fine tune a Character Education Program▪ Continue to utilize weekly recognition of students who exhibit exemplary character▪ Implement physical literacy into daily classroom work.
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.	<ul style="list-style-type: none">▪ Ensure staff continue to develop their skills in relation to differentiated instruction.▪ Support teachers in embedding UDL into unit and lesson plans Provide educational assistants with training in relation to their roles.
Student-centered decisions propel achievement.	<ul style="list-style-type: none">▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.	<ul style="list-style-type: none">▪ Implement common assessments in literacy and numeracy to inform instructional decisions.▪ Fine tune a primary intervention framework with clearly outlined strategies, assessments and benchmarks.▪ Continue to ensure parents know how to access information via school website and Parent Portal in Power School▪ Continue to coordinate a volunteer orientation and training session for new and returning volunteers▪ Implement effective practices in relation to second language instruction for ELL and French Immersion.

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

How might we ensure we accommodate the diverse learning needs of students in classes of complex composition through on-going, self-directed and job-embedded professional learning?

SCHOOL BUNDLE ROLL-OUT

SchoolBundle Roll-out

Administrator Debriefing	§	March 19, 2019		
Public Website Development	§	March 11 & 12, 2019	§ Kirk Arnett § Nancy Gunn	
SGF Centralization and Ecommerce Development	§	March 13 & 14, 2019	§ Kara Szymanek and Wenda White	
Staff Web Portal Introduction	§	April 12, 2019	§ 2:45 pm	
Onsite Support	§	April 9, 2019	§ 10	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$3 985 630	\$4 219 210	\$4 858 219
Support Staff	\$673 103	\$712 322	\$752 595
Services & Supplies	\$234 055	\$231 249	\$244 484
Other			
Contingency			
TOTAL EXPENDITURES	\$4 892 788	\$5 162 781	\$5 855 298

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	March 14, April 11, April 18, and May 18
School Council	<input checked="" type="checkbox"/>	March 21 and April 18

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

Date: May 23, 2018



School Council Chair Signature

Date: May 23, 2018

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018

Date