

Albert Lacombe School

2017-2018 School Education Plan (Eduplan)



Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

SPECIFIC SCHOOL COMMUNITY FAITH OUTCOME: CHOOSE ONE *PROVINCIAL OUTCOME PRIORITY FROM BELOW...*

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Questions Guiding Team Inquiry:

- ✓ How can we continue to further a culture of evangelization, faith formation and vocation within our schools, students, staff and parents to know, model, and witness Jesus Christ at AL?

Specific Outcome Statement:

- ✓ AL will continue to further a culture of evangelization, faith formation and vocation within our schools, students, staff and parents to know, model, and witness Jesus Christ through our district theme: Living Like Jesus – Servant, Steward, Shepherd

Incorporation of District Strategies (Our Actions):

2016 – 2017 – schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace;

- ✓ WE Day: Div II student planning/participation in local, national, international project to reflect Servant Leadership to create a more just and caring world (October - Hats/Mitts collection, November - POP-py Day (Peace); December - Building Bethlehem (bracelet making and sales Advent); January -
- ✓ Student Leadership Options: Grade 4/5/6 - "The Leader in Me" - 8 Habits of Leaders - How can we be a leader in our school community? (complements the Strengths (Gr 5) - build awareness/acquire skills in being a community leader
- ✓ Promoting Catholicity and Social Justice through student initiated projects: Food Bank, Coats for Kids, Movember, Christmas Hampers, Journey to Bethlehem (World Vision), Carnival- whole community building
- ✓ Blue Jean Friday - donation to Catholic Social Services, Staff Retreat - connection within the community to serve other
- ✓ Monthly Assemblies - [Focus on virtues and BEAR Paws reimagining](#)

2016 – 2017 – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;

- ✓ WE Day- Attendance November 1 - WE Day Conference in Calgary (16 students); support from school council to enhance experience

- ✓ GR 4 Religious Ed resource implementation - embedded social justice, community involvement and response (compliments GR 1 - 3 Rel Ed Pearson)
- ✓ Homeroom selection of local/school based projects to support initiatives (environmental, local community, or compliment Church calendar reflective of seasonal focus)
- ✓ Distribution and discussion points at staff meetings to share GSACRD Religious Ed Website Materials and District Focused projects (brown bags , Colin's Powerpoints, CSS, Dev & Peace)

2016 – 2017 – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ;

- ✓ School Wide Retreat - February (Criss Cross) and Artist in Residence Theme: Servant Leadership - Service to Others
- ✓ Grade 6 Retreat - May 2018

2016 – 2019 – Pursue an animated and actionable representation of the district theme that lead to visual impact at the school and district levels

- ✓ Walking Through Bethlehem - Christmas Evening - activity stations set up throughout AL where families can journey back through time to reflect on message of the season
- ✓ Purchased District Faith Themed Items - Posters, Statue, Front Entry Alter Redecorated with our Reconciliation Statement and Student Artwork, Prayer Tables in Classrooms, Religious artifacts restocked in our school (wreaths, candles, lines, purged outdated items)
- ✓ Bulletin Display Board - Front Entry - Reflects one theme each month (October Orange Shirt Day) December (Advent Project) etc
- ✓ Each Celebration - homeroom link, give meaning and structure with adding visuals from all students/staff (e.g. November poppies blowing in the wind)

2016 – 2019 – teach students a model of spontaneous prayer for our blessings and the needs of others;

- ✓ Father Ignacy Visits - December, further reflected in classroom prayer
- ✓ Change of format to lunchtime prayer - each homeroom takes leadership to lead the school in prayer
- ✓ NEED: A school liturgical song for servant leadership theme (yet to be found) [Helping Hand](#)

In Year Indicators of Success:

- ✓ Percentage of teacher, parents, students satisfied with opportunities to see faith in action at the school (Parent Satisfaction Survey - 100% for 2016/17)
- ✓ Percentage of teacher, parent, student agreement that students model characteristics of active citizenship (GAP result 91.0% - increase of 10% from 2016, Pg 85)
- ✓ Celebration/Liturgical Plan
- ✓ SAP Meetings to plan/support student faith formation for the school year (priest visits, parish representative at Celebrations, accessing Criss Cross ministries)
- ✓ Student Participation in WE Day (Gr 4-6) and Student Leadership Option GR 4-6 - NEW

- ✓ Increased parental attendance at school liturgies/masses
- ✓ Increased sacramental candidates; Work with parish to highlight sacramental preparation opportunities and
- ✓ Invitation and attendance of staff at Catholic Education Sunday
- ✓ Opportunities for School Council to support Spirit Days

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework):

Measure: Provincial Survey — Overall Quality of Basic Education

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 97.6% | 95% | +2.6 | + |

Measure: Provincial Survey — Safe and Caring Schools

Percentage of teachers, parents and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 94.0% | 95% | -1.0 | - |

Measure: Provincial Survey — Active Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 91.0% | 91% | 0.0 | = |

Measure: Provincial Survey — Work Preparation

Percentage of teachers and parents to agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 88.1% | 88% | +0.1 | + |

SPECIFIC SCHOOL COMMUNITY LEARNING OUTCOME: CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Questions Guiding Team Inquiry:

- ✓ How can teaching and learning teams at AL increase the level of excellence and proficiency in literacy and numeracy?

Specific Outcome for AL:

- ✓ AL will increase the levels of excellence and proficiency in literacy and numeracy as measured on PATs with specific focus on
 - **Reading:** narrative text and associating meaning strategies
 - **Writing:** narrative and informational texts- content and organization
- ✓ PAT Excellence: 2017 results show 29.3, growing from a 14.9 from the previous 3 year average
- ✓ PAT Acceptable: 2017 results and from the previous three years have remained between 85.1 and 89.7.
- ✓ Albert Lacombe supports its students academically, socially, emotionally. Response to intervention is grounded in theory and research to assist students in moving forward in their learning. The rate at moving forward is dependent on several key factors: readiness to learn, learning issues (diagnosed or undiagnosed), social/emotional/physical needs of the student and the child's willingness to learn.

Incorporation of our District Strategies:

2016 – 2019 – a variety of differentiation and formative assessment strategies improve learning for all students with targeted strategies for FNMI students;

2016 – 2017 – flexible pathways for learning are established to address the formative needs of students;

2016 – 2017 – positive behavioural and academic supports enable all students to achieve

2016 – 2019 – students experience an “innovative,” “hands-on” approach to learning that involves community partnerships;

- ✓ *Ch 6 Leading Like Jesus - remove obstacles and increase capacity* - reflects our Pilot with Staffing and our CIF Initiative
- ✓ LSF (increased to 1.0 FTE) development of [The Learning Centre Model](#) with (1.1 FTE) and 0.3 EA to assess, plan, support all student groups at AL (low, medium, high level learners, emergent literacy and numeracy skills, FNMI students,
- ✓ Change in process for SLT meetings - inclusion of homeroom teacher to identify, rationalize and solicit programming, social/emotional/positive behavioral supports for students
- ✓ Sensory Room and We Thinkers program - Assist students in building social/emotional and self-regulation skills (in conjunction with counselor, OT and LSF)
- ✓ Staff/Consultants - examination of teacher resources, consolidation and purchase of LLI kit (\$\$)
- ✓ MakerSpace - hands-on exploration and participatory learning through creative, self-guided discovery that enhances cross-curricular outcomes
- ✓ PGP's - self guided focus, small groups of staff working towards similar professional development
- ✓ Use of student assemblies to enable school based PD, purposely planned staff meetings /PD Day focus to integrate PED leads provide collaborative PLC opportunities, increased time for core teaching area block

- ✓ Math and literacy supports (RAZ kids - Grade 1-6, Super Six Comprehension Strategies, 6+1 Writing Traits) include; Prodigy, Successmaker, Khan academy, Daily 5, EYE words, Jolly phonics, Writing power, Makerspaces, google classroom, positive behavior supports programs, flexible you, zones of regulation
- ✓ Technology supports including: Chromebooks, Ipad, BYRD, Universal Design for Learning (UDL), Student, Environment, Tasks, & Tools (SETT) to plan and support students with special learning needs, executive functioning, and/or higher order thinking skills
- ✓ Use of assistive technologies to generate ideas in digital format, support writing and celebrate learning (SeeSaw, word prediction, speech-to-text, text-to-speech, and spell check) to increase academic gains (e.g., improved spelling, increased word use, and overall writing sophistication)
- ✓ Use of BEAR Tracks program to reinforce and student recognition at monthly assemblies of positive behaviour:
 - Belonging – We include everyone and help and support others as they learn.
 - Excellence – We strive to do our best.
 - Accountability – We take responsibility for our words and actions.
 - Respect – We show respect to others.
 - Safety – We work and play safely

Indicators of Success

- ✓ Continued use of Elem Student Profile Portfolios and Data Wall to track and assess student growth and use of differentiation to meet individual student learning needs
- ✓ Use of PLCs to develop Student Learner Profiles including AL Writing Standards Scope and Sequence with school based exemplars
- ✓ Technology integration to support ELL/FNMI/Coded student Strategies including universal supports
- ✓ Clear and transparent communication of Standards of Achievement; ongoing assessment/evaluation to parents and students (I Can statements to translate outcomes into student-friendly language)
- ✓ Literacy and Math– ongoing PD with support through professional readings, shared teacher experiences and use of a variety of assessments to determine standards for level of achievement

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework)

- ✓ Survey satisfaction results, student performance, parent and teacher feedback
- ✓ Successful meeting of timelines for IPP/ELL documentation
- ✓ District response for support of identified students with needs (new coded students, hours requested for supporting student needs, regular meetings with consultants and DO team members as needed)
- ✓ Teacher/Staff feedback, improved and shared practice (Q12 Survey)
- ✓ Participation of professional staff at district and school-based PD sessions (August / September / November / February / March / May)

Measure: Provincial Survey — Active Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 91.0% | 91% | 0.0 | = |

Measure: Provincial Survey — Work Preparation

Percentage of teachers and parents to agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 88.1% | 88% | +0.1 | + |

2017 PAT Results - Grade 6 English Language Arts

Percentage of students meeting the **acceptable standard** on the **grade 6 English Language Arts** Provincial Achievement Test

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 90.6 | 85 | +5.6 | + |

2017 PAT Results - Grade 6 English Language Arts

Percentage of students meeting the **standard of excellence** on the **grade 6 English Language Arts** Provincial Achievement Test

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 11.3 | 22 | -5.1 | - |

Reading: narrative text and associating meaning strategies

Writing: narrative and informational texts- content and organization

2017 PAT Results - Grade 6 Math

Percentage of students meeting the **acceptable standard** on the **grade 6 Math** Provincial Achievement Test

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 79.2 | 85 | -5.8 | - |

2017 PAT Results - Grade 6 Math

Percentage of students meeting the **standard of excellence** on the **grade 6 Math** Provincial Achievement Test

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|----------------|-----------------|-----------------------|----------------------------|
| 11.3 | 22 | -5.1 | - |

Math: Two Identified areas to focus for AL (Gr 1-6)

- Multiplication and Division - area to focus for 2017/2018 (Concept Learning (Gr 1-6) through games, “groups of”, “equal parts”, “building arrays”) (Fact families and understanding the relationship)
- Stats and Probability: experimental probability concepts assists learners to make sense of experiences involving chance, enhances children's problem-solving skills (build on conceptual knowledge)
- Use of formative assessment and co-construct to refine two areas of opportunities

OUTCOME TWO: THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED.

Questions Guiding Team Inquiry:

- ✓ How can teaching and learning teams at AL increase the level of access of supports to decrease the education achievement gap between First Nations, Métis and Inuit Students and all other students?
- ✓ How can AL school community guide and inspire a process of reconciliation and renewed relationships based on mutual understanding and respect?

Incorporation of our District Strategies:

2016 – 2019 – an assessment of FNMI engagement in schools through the assistance of the Gallup Student Poll survey instrument, activates program interventions to increase hope, engagement, and wellbeing for these students;

2016 – 2019 – innovative partnerships between home and school occurs to build student engagement;

2016 – 2019 – truth and reconciliation furthers staff awareness of trust, respect, and understanding of FNMI efforts to honour cultural strengths in a changing world.

- ✓ October 2017- PD of all staff on understanding the journey of FNMI families within the education system and historical misgivings of “right solutions”
- ✓ Identification of students with significant intensive social, emotional, academic needs and providing supports of time, programming, AT, specialist supports (counselor, community agencies)
- ✓ FNMI Literature that reflects both curriculum and truth and reconciliation mandates for school community to be witness to the history and learned what was omitted; prominent location of the school where the stories can be seen
- ✓ Increase of visual representations of truth and reconciliation (front entry way, Artist in Residence lithographs, guest presenters and assemblies (Orange Shirt Day) to highlight culture, history to develop a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities.

Indicators of Success

As indicated on PAT for AL - no results are displayed due to the low number of FNMI students enrolled at AL. Last year we observed Aboriginal Day through a Family Group Activity and celebrated individual differences, with a focus on First Nations, in a social studies celebration of culture.

Opportunities for 2017/18:

- ✓ Throughout the school year, expanded upon FNMI topics throughout our Social Studies curriculum.
- ✓ Invite FNMI parents to support us in the exploration of their culture
- ✓ Continued exposure to the fine arts through: drumming, Christmas Evening,

- ✓ Focus on wellness of all students with “Champions” initiative. Staff will focus on building relationships with AL parent community and be intentional about getting to know our students.
- ✓ Focus on inquiry and project based learning in grade 5 and 6 curriculum outcomes that explore First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities.
- ✓ Activities such as makerspace challenges, and continued integrated use of technology with grades K-6.

Expected End of Year Result

- ✓ Increase in cultural events and school based activities for opportunities to connect First Nations, Métis, and Inuit cultures and story.
- ✓ Increased results on data collection (F&P, Data Wall, Report Cards, LSF/Homeroom teacher assessment) in areas of reading, writing and math literacies.
- ✓ Increased self regulation and counselling supports with positive behaviour supports intervention for students with emotional/social needs
- ✓ Increase results in Gallup - Hope Index towards a step forward that moves us toward a shared future and a better tomorrow for all students
- ✓ Collected feedback from cultural experiences that help to build understanding and appreciation for First Nations, Métis, and Inuit cultures, worldview and histories.

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Questions Guiding Team Inquiry:

- ✓ How can AL staff assist students in making positive relationship choices where all individuals are treated with kindness and respect?

Specific Outcome Statement

- ✓ We at AL will re-examine best practice, including our current progressive discipline policy and supports to students in promoting and maintaining a positive school climate where everyone is treated with kindness and respect.

2016– 2019 –the School District's Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

- ✓ [AL Safe & Caring Policy](#) - Revised January 18, 2017 - reviewed with AL staff in December 2016 and with School Council in March 2017

Focus on Bullying:

2016-2019 – right relationships, and conflict resolution as components of the healthy schools initiative in all schools are furthered;

2016-2017 – awareness of how “restorative” practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporate on a routine basis within our schools.

- ✓ Include information to parents and students in newsletters/school website, regarding identification of bullying behaviours as a continuum in which students engage in these behaviors at various level, effective resolution supports at the school level
- ✓ Administration, classroom teachers and school counselor to address areas of concern as identified by parents (Anxiety, depression, bullying, positive student interactions)
- ✓ Sports Academy students adhere to code of conduct and model leadership and sportsmanship expectations at both SA and AL
- ✓ NEW - Reverse Lunch (less discipline at lunchtime, less office referrals in afternoon)

Focus on Mental Health:

2016-2019 - consistent counsellor availability to assist with the presentation of issues is provided;

2016-2017 - staff are trained to in understand indicators of mental health issues for students;

2016-2019 - screening and supports within early childhood programs are provided.

2016 – 2019 – student council locus of control by understanding the power of personal choice, discernment, and finding ways to resolve problems

- ✓ Use of positive behaviour supports including progressive discipline and a focus of treating each other with kindness within our BEARs program to support positive and respectful student/student and student/teacher interactions

- ✓ [Pyramid of Supports Model](#) - Emotional, Social, Behavioral Indicators and Supports - Includes Universal Support to Targeted strategies for individual students
- ✓ PreK and Kindergarten follow from early screening and OT recommendations (Glenrose referrals)
- ✓ Accessing Family and School Liaison Program for family supports and referral to mental health services via AHS
- ✓ February - School Wide Health and Wellness Symposium to celebrate diversity, inclusion, deepen resiliency: also develop an awareness and sensitivity of mental health strategies, healthy choices, and school wide student retreat day
- ✓ GoToTraining - Nov 2017 District PD (92% staff attendance)
- ✓ SLT Meetings - Wednesday pm - Andrea Black regularly attends to offer outside agency supports and follow up between school/home; follow up action plans includes all team members: teacher, admin, LSF, counselor, Andrea Black
- ✓ NEW - Sensory Room and We Thinkers program - Assist students in building social/emotional and self-regulation skills (in conjunction with counselor, OT and LSF)
- ✓ Mindfulness Activities and Choice Seating, Fidget Tools, Alternate Space, Walking Breaks
- ✓ Supervision schedules address and reassess areas of playground conflict incidents

In Year Indicators of Success

- ✓ Survey Feedback (Parent, Student Zoomerang Satisfaction and Alberta Learning Accountability)
- ✓ Parental attendance at School Council meetings
- ✓ Monitoring of student attendance and response to reported events and happenings.

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework)

- ✓ Reduced number of referrals to administration for follow-up for behaviour checks
- ✓ Reduced number of playground accidents during recess, lunchtime play
- ✓ Students able to self regulate during times of conflict using Zones of Regulation, We Thinkers Strategies
- ✓ Students/Parents connect with at least one trusted staff member who knows their journey

Strategies:

- ✓ Review of progressive discipline plan and incident response
- ✓ Clear communication between home and school of progressive discipline process including monitoring and follow-up of preceded incidents
- ✓ Documentation on PowerSchool of significant events (school/home)

Measure: Provincial Survey — Safe and Caring Schools

Percentage of teachers, parents and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.

| Current Result | Expected Result | % Gap between Results | % At or Beyond Expectation |
|-----------------------|------------------------|------------------------------|-----------------------------------|
| 94.0% | 95% | -1.0 | - |

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Questions Guiding Team Inquiry:

- ✓ How can AL maintain the quality of excellent teachers, positive community relations, and support district initiatives that reflects the high quality of teaching and learning at GSACRD?

Specific Outcome Statement

- ✓ We at AL will re-examine school based practice, including PD supports for staff, promoting a positive digital story in the community and reimagine new and creative ways for all stakeholders to collaborate and explore possibilities to enhance current programming and school based results.

2016 – 2017 – District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;

2018-2019 – transparent and measurable results for how technology improves student learning are established;

2016 – 2019 – student choice and voice as a strategy for improving learning is encouraged

- ✓ **Q12 Focus for AL:**
 - o Q7 - At work, my opinions seems to count
 - o Q4 - In the last seven days, I have received recognition or praise for doing good work
- ✓ AL staff continues to recognize competencies development with technology to compliment teaching, learning, assessment and communication of learning (SeeSaw)
- ✓ Assistive Technology and BYORD is complemented with the acquisition of additional Tech Tubs, coding option course (Div II), robots, android tablets, apps for curriculum and curriculum enhancement opportunities
- ✓ Pilot Project Participation for AL Staff: Staffing Project, Early Learning ReImagining,

In Year Indicators of Success

- ✓ Survey Feedback (Parent, Student Zoomerang Satisfaction and Alberta Learning Accountability)
- ✓ Q12 - Staff Engagement and Satisfaction
- ✓ Continued opportunities for AL to be involved in pilot projects and district initiatives

OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Questions Guiding Team Inquiry:

- ✓ How can AL maintain the accountability of a well governed and managed school site?

Specific Outcome Statement

- ✓ We at AL will look for means to allocate resources (both school based and district based) to provide the optimum learning environment for our students to enhance viability in Grandin community.

2016 – 2017 – emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online -collaboration with parents at the school level;

2016 – 2017 – community feedback in enhancing transitioning between school programs is enhanced through;

- schools collaborating each other to promote continuity of programming from K – 12
- making early and timely notifications of programming opportunities for students;
- encouraging students to be an important source of promotion for our schools.

Strategies:

- ✓ School Council:
 - o Regular communication/collaboration with Chairperson, Agenda/minutes posted on school website, Reminders sent out day prior to meeting to encourage participation.
- ✓ Increase Parental presence in the school by provide opportunities for parents to visit the school:
 - o PreK Meetings, Kindergarten Orientation, Religious celebrations and Mass, Annual Family BBQ and Halloween Dance, Christmas Evening, Volunteer opportunities, Family Nights,
- ✓ Continuous communication with parents
 - o Agendas, Newsletters, Website, IPP development and sharing, ELL benchmark development and sharing , Flexible Interview times
- ✓ Opportunities for parental involvements
 - o Volunteer orientation, Promotion of school council involvement (newsletter, website, twitter, Telling Our Story) Invitations to attend school liturgies, Invitation to District/Trustee Forums to all parents
- ✓ Fiscal Responsibility
 - o School budget is carefully managed. Reviewed Fees each year and align with sister schools. Use of District approved vendors only. Regular Communication with DO Fiance team. Working with school council to provide extras that benefit all students to enhance student experience at AL
- ✓ Provide programming options for families that reflects the needs of the community and best supports student learning and engagement
 - o Sports Academy - expand on opportunities for program refinement (Dance, Acro, Gym); hire qualified coaches and teachers to expand/build on current program
 - o The Learning Centre; counsellor, ECS, Options (GR 4-6): school enhancements that set us apart from other schools
 - o Open Houses, Online presence, Parent Satisfaction - “toot what we do best” and recognize our unique contribution to GSACRD family of schools

In Year Indicators of Success

- ✓ School Council - Feedback and meeting scheduled; Attendance at school council
- ✓ Parent survey Website “hits”
- ✓ Parental attendance at events
- ✓ Parental feedback
- ✓ Parental attendance at interviews, school sponsored events
- ✓ School Budget: Balanced; Monitoring of Monthly Deployment Reports, Maintaining School Fees Structure
- ✓ AL - [Planning Of School Year - Committees/Projects/Outcomes](#)

SCHOOL SPECIFIC STUDENT WELLNESS OUTCOME: CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...

Student-Focused Eduplan 2017-2018 Student-Focused Goals:

✓ **Outcome 1: Alberta's Students are Successful:**

- o Focus on wellness education, especially the connection between physical wellness and being well spiritually, academically, mentally/emotionally, and socially

✓ **Outcome 3 - Alberta's Education System is Inclusive:**

- o Resolve conflict positively and productively with support of school staff and apply strategies to lead healthy lifestyles;
- o Foster "right" relationships through positive behaviour strategies and restorative practices;
- o work with parents who are aware of mental health and wellness programs;
- o learn about wellness through student mental health conferences at school or district levels;

Mental Wellness Focus:

2016 - 2019 - consistent counsellor availability to assist with the presentation of issues is provided;

2016 - 2019 - more effective and timely response from community expertise are obtained to access community supports

2016 - 2017 - staff are trained to understand indicators of mental health issues for students

- ✓ Staff attendance @ Nov 10 PD day - GOTO Educator Training (92% staff attendance)
- ✓ Solicit school counsellor and community supports for families (including newsletter items)
- ✓ refining our positive behaviour supports practices to reflect the needs of students

Bullying

2016-2019 – right relationships, and conflict resolution as components of the healthy schools initiative in all schools are furthered

2016-2017 – awareness of how "restorative" practices benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered

- ✓ Re-branding our BEARs program and safety procedures at AL
- ✓ Kerrie's books - target/name behaviours and responses that students struggle with and how to come to peaceful solutions
- ✓ We Thinkers - targeted supports for students who require smaller group initiative to identify, recognize and resolve unwanted social behaviours that are inhibiting positive peer interactions and personal student responses to peers

Promoting Healthier Lifestyle Choices

- ✓ Planning for opportunities to be more active as a school community (DPA, Don't Walk in the Hallways,
- ✓ Opportunities to promote healthy food choice (orange and black day, spirit days)
- ✓ School council continually adding food choices that review the healthy options and meet special dietary needs of students (soy, gluten free, free of food dyes)

- ✓ Promoting mental health through health units/lessons. (Identifying Little Problems from Big Problems, how to deal with little problems and big problems, What is the difference between Meanness and Bullying and how to deal with both, How to identify and avoid toxic relationships) Resources : *Big Deals and Little Deals* by Kim Edminster, *Take a Bit out of Meanness* by Susan Bowman, *How to Put a Bully Out of Business* by Susan DeBell, *The Drama Llama* by Susan Bowman.
- ✓ Providing opportunities for yoga/mindfulness within the school and classrooms. (during physed classes, DPA, lunch time yoga)

In Year Indicators of Success

- ✓ School Council Feedback and Support of Spirit Days, Hot Lunch, Teacher Resources to support student learning
- ✓ District Satisfaction Surveys
- ✓ Student Gallup - Engagement Hope Indicators
- ✓ Referral to Admin for discipline - lowered rates
- ✓ Increase in PD requests from staff
- ✓ Q8 - staff feel their mission/purpose makes me feel important at work

