

# Coalbanks Elementary School



## 2020/21 Three Year Education Plan

and

## 2019/20 Results Report

### Vision Statement

Building community through nurturing relationships and developing global, empathetic citizens.  
Construir una comunidad cultivada por relaciones afectivas y el desarrollo de ciudadanos con perspectiva global y empática.

### Mission Statement

We will strive to nurture an inclusive environment where students learn the skills to be dynamic members of the global community.  
Haremos el esfuerzo de promover un ambiente inclusivo donde los estudiantes puedan aprender las habilidades que les permita ser miembros dinámicos en una comunidad global.

## PROVINCIAL GOALS

Alberta's students are successful.  
Alberta's system supports FNMI student success  
System is inclusive  
Quality teaching and school leadership.  
System is well managed.

## Lethbridge School District Priority: Achievement.

### OUTCOMES:

Students achieve learning outcomes with strong foundation skills in numeracy and literacy.  
Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.  
Teachers are highly skilled in all areas of the Teaching Quality Standard.  
Support staff possess the knowledge, skills and attributes to support student success  
Collaborative structures build capacity to improve within and across schools.  
A comprehensive well-ness approach promotes well-being and fosters learning

## 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.  
Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes  
Satisfaction with overall quality of basic education; students develop attitudes & behaviors that will make them successful workers

## Strategies:

Fountas & Pinnell benchmark assessment to inform instruction and create targeted levelled literacy intervention  
LST will provide literacy coaching and assist with interventions for students in grade K through 5 falling below grade level  
Bev Smith- peer coaching/teaching residencies to assist in guided reading and interactive writing instruction (Mentoring /teacher-teacher collaboration)  
Use of school wide Lucy Calkins writing program  
Continual literacy PD for all staff, including our educational assistants  
Ongoing Response to Intervention discussions to support and implement grade and/or school level interventions based on the Pyramid of Interventions  
Implementation of Literacy resources (Literacy Place, Up the Ladder, Levelled Literacy, etc.)  
Home reading programs will be implemented in our early grades—**suspended due to COVID protocols**  
Teachers in our early grades will be implementing the Mathology resource in all grade 1 classes with hopes of the resource being available for older grades in the coming years.  
Non Academic achievement with a focus on wellness and Character Education.  
School goals of both literacy and numeracy as a focus for inquiry questions of staff/grade level teams  
Continued concept based, inquiry and PBL PL for all staff  
Data from the MIPI (grades 2-5) to help support the creation of leveled math groups throughout a variety of grade levels **suspended due to COVID protocols**.  
Enhanced teacher reflection on pedagogy through inquiry growth plans to advance student learning.

## Lethbridge School District Priority: Innovation

### OUTCOMES:

Students demonstrate the attributes of innovation, creativity and critical thinking.

Learning is process-based supported by instructional practices that engage students in creative and critical thinking

All learners effectively use technology as creative and critical thinkers capable of accessing, sharing and creating knowledge.

A breadth of high quality programs provide opportunities for students to explore and 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:

Develop and implement a problem based learning model involving cooperative learning and critical thinking

Encourage and support purposeful use of technology to enhance student engagement in all subject areas through laptops, iPad Applications, Assistive Technologies and online programs

Creating a Learning Commons atmosphere conducive to innovation and learning (Maker Space Environment) - **suspended due to COVID protocols**

Ensure student contribution to the creation of the year-end video and slide-show, as well as periodic morning announcements and videos throughout the year (i.e. Halloween)

Engaging in action research projects with the University of Lethbridge around effective implementation of technology in many of our classrooms

Engaging staff in professional development to become familiar with the fundamentals of Problem Based Learning/Concept Based to promote inquiry based learning.

School-wide 3D printer project to support literacy connections in the classroom

Friday enrichment for life-long learning (student selected passion development) for select grade levels 4/5—**suspended due to COVID protocols**

Purposeful and effective use of meaningful technology and other resources

Intentional skill develop for digital citizenship through teaching specific citizenship skills

## Lethbridge School District 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

Improvement on the continuum of the Indicators of Inclusive Schools.

Students model the characteristics of active citizenship.

Students are safe at school, learning about the importance of caring and respect for others, and are treated fairly at school.

## Strategies:

- Learning Team meetings – LST, Teacher, Admin, Parents, and additional services/supports to meet and discuss educational programming for students with diverse needs
- Recognition of student leadership through regular assemblies– Coalby’s Care Crew Award to showcase students achieving in the areas of Citizenship, Caring and Cooperation—**suspended due to COVID protocols**
- Engage Spanish parents with regular evening events to develop relationships and discuss overall needs for the program (Hispanic Night- Family Heritage Night) - **suspended due to COVID protocols**
- Sensory Room and sensory path to support sensory needs of all students
- Our entire staff will assist with creating a culture at Coalbanks that welcomes all students and ensures we are creating a safe, caring and welcoming environment to promote student learning.
- COBRA awards at the end of the year to celebrate student leadership
- Encourage and provide opportunities for students/school to create partnerships with community groups (ie. Grade one visiting senior centres, Chinook High School Partnership for Spanish) - **suspended due to COVID protocols**
- Celebrate the diverse cultures within our school and their heritage
- Posting of vision and mission statements visuals in each student space within the school and teaching students about the statement
- Create more sensory bins or provide individuals with sensory tools within classroom as well as use of the sensory room and path.
- Variety of workspaces available to accommodate various learning styles ( Learning commons, commons area, standing work stations and flexible workspace throughout the school)
- Supporting connections with outside agencies (KCC, AHS, Adapted PE, Music Specialist, etc.)
- Student support worker to support students and families, as well as universal programming in our classrooms
- Spotlights of students and accomplishments throughout the year.

## School Priority: To promote a focus on numeracy skill development throughout the school from K to Grade 5

### Outcomes:

Building strong foundation skills for staff and students

Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community through our numeracy focus

Ongoing professional development for all staff to become well versed in best practices for numeracy development.

Improved understanding of numerical concepts for all students.

## Performance Measures

With our Combined Class Approach, we will focus on a common planning process through a 2 year looping cycle for students. Teachers will work within Grade Level Teams to develop their 2 year plans.

Regular classroom visits by admin and teachers to develop best teaching practices to engage students in the development of this goal

In the future, we will be able to refer the data from Tell Them From Me surveys and Accountability Pillar Data.

## Strategies:

Data from the MIPI (grades 2-5) to help support the creation of leveled math groups throughout a variety of grade levels.

This data will also guide our grade level teams for their planning and instruction. **In the past, the leveled math groups have involved groupings between all classes of the same grade level. This year, due to COVID protocols, the teachers will be doing math groups within their cohorts.**

Provide a variety of manipulatives in each classroom to support learning styles

Utilization of the Numeracy Lead Teacher (Jenn Giles) to support our teachers with best numeracy practice

Tentative School Community Wellness Activity "Mathagascar"

Focus on teaching and supporting students as they move through the progression of Concrete, Pictorial and Symbolic

Tentative numeracy activities on the playground (Number Lines, 100 charts, hopscotch, 4 square, shapes) painted on the tarmac

Utilization of the Sensory Path to support physical numeracy

Math Tool Kits and PL by Jenn Giles, Numeracy Lead Teacher

Tentative integration of common numeracy vocabulary (specific list to be developed for each grade level)

Flexible and fluid math groupings based on student needs **To be kept within classroom cohorts.**

Number Talks used across grade specific grade levels

Use of online math resources (Prodigy) to support numeracy development both at home and school

Chess Experience in various grade levels

Peer to peer class observation to support teacher growth and development

Sharing of best practices

Attending math sessions at SWATCA

Common planning time to support consistent and coherent numeracy planning

## **School Priority: To promote a focus on literacy skill development throughout the school from K to Grade 5**

### Outcomes:

Building strong foundation skills for staff and students

Schools, parents and the community are engaged in reciprocal endeavors that contribute to student growth and the community through our literacy focus (reading and writing).

Ongoing professional development for all staff to become well versed in best practices for literacy development.

Improved reading and writing skills for all students.

## Performance Measures

School-wide focus on writing skills through the implementation of Lucy Calkins Writing Program. Evolution of writing

With our Combined Class Approach, we will focus on a common planning process through a 2 year looping cycle for students. Teachers will work within Grade Level Teams to develop their 2 year plans.

Regular classroom visits by admin and teachers to develop best teaching practices to engage students in the development of this goal

Fountas and Pinnell data used school-wide

In the future, we will be able to refer the data from Tell Them From Me surveys

## Strategies:

Fountas & Pinnell benchmark assessment to inform instruction and create targeted levelled literacy intervention

Implementation of Lucy Calkins writing strategies from K-5

Effective implementation of technology to enhance our literacy focus (reading and writing – i.e. listening centres, etc.)

Common collaborative time to assist grade level teams for planning, implementation and reflection

Teachers to share best practices during staff meetings (strategies, resources, technology)

Better promotion of Overdrive e-book and audio book collection

Provide support to grow Learning Commons collection

Implementation of LLI school-wide to support students who are not at grade level

Inquiry questions focused on enhancing literacy practices throughout grade levels

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 2144 Coalbanks Elementary School**

Measure Category	Measure	Coalbanks Elementary 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	<a href="#">Safe and Caring</a>	93.1	90.9	90.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	89.5	88.0	86.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	96.3	96.1	95.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	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	<a href="#">Work Preparation</a>	81.3	78.0	79.7	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	83.4	83.8	85.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	77.2	84.5	78.9	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	93.0	80.6	77.1	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Highlights

### Highlights:

All areas within the pillar are in the range of excellent (6 categories) and one in the area of good.

We only have 2 years of data to compare, but we need to celebrate the success in the first two years of the pillar. Both parents and students are quite pleased with the overall performance of Coalbanks.

## Challenges to Address

### Challenges

Will we be able to maintain or increase the scores that we have received in the first 2 years. If there is a decrease then the chart will display areas of concern so it will be important to continue to look at the 3 year data.

One area we could improve in is in the area of work preparation and hopefully achieve a score of excellent. However, this category may not be the highest priority in elementary school.

One area to pay close attention to is the section on Parental involvement. The last year results were maintained; however, the section was identified in 'yellow'. This is only one year of data, so we will need to continue to watch the three-year data.



## School Reserves

Total reserves as of : \$ \_\_\_\_\_ **\$59,808.57** \_\_\_\_\_

<b>Planned use of Reserves</b>	
1. Numeracy Kits/ Resources	\$ 10,000
2. Science Resources	\$ 10,000
3. iPad Replacement (3 yr)	\$ 30,000
	\$
<b>Total</b>	\$

## School Generated Funds

Fund balance as of July 31, 2020: **\$ 19,246.38**

<b>Funds are carried over for:</b>	
	\$
Recycling, Bank Interest	\$579.54
Staff Fund Social Committee	\$1,923.35
Other (specify) - Donations to school (climbing wall/ robotics cabinets)	\$15,030.44
Fundraising activities - Scholastic Book Fair & Lost/Damaged Books (Learning Commons)	\$1,492.67