

Coalbanks Elementary School



2019/20 Three Year Education Plan

and

2018/19 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
Literacy assistant and specialists will provide literacy intervention for students in grade 1 & 2 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 meetings 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
Teachers in our early grades will be implementing the Mathology resource in all grade 1 classes and 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
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)

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.

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
- Engage Spanish parents with regular evening events to develop relationships and discuss overall needs for the program (Hispanic Night- Family Heritage Night)
- 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)
- 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.)
- Making Connections Workers and Teacher Counsellors 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

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.

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.

ADDITIONAL DATA

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

Literacy assistant will provide literacy intervention for students in grade 1 & 2 falling below grade level

Implementation of Lucy Calkins writing strategies from K-5

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

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

4/5 Literacy Summit.

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 Results

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 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	Safe and Caring	90.9	90.2	90.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.0	84.7	84.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	96.1	94.2	94.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	78.0	81.3	81.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.8	86.6	86.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.5	73.3	73.3	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	80.6	73.5	73.5	81.0	80.3	81.0	Very High	Improved	Excellent

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.

School Reserves

Total reserves as of Aug. 31, 2019: \$ 3,995

Planned use of reserves	
1. Learning Commons Books for students	\$3,995
2.	\$
3.	\$
4.	\$
Total	\$

School Generated Funds

Fund balance as of July 31, 2019: \$ **11,830.53**

Funds are carried over for:	
Field Trips	\$
Sports equipment	\$
Travel deposits	\$
Other equipment and furnishings	\$
Other (specify) -Cheer Fees carried over from previous year for expenses	\$11,830. 53
Fundraising activities	\$