



East Lake School

# School Education Plan 2023/24



October 2023



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# 2023 – 2027 Four-Year Education Plan

## Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

### Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

## Administrators' Message

Welcome to East Lake School, where every day is an opportunity to inspire and empower young learners on their educational journey. Our School Education Plan is our guiding document on how we are focused on *advancing students' numeracy and literacy skills, building future-ready individuals, and creating inclusive, engaging, and healthy learning opportunities for all.*

### *Advancing students' numeracy and literacy skills*

At the core of our educational mission is the belief that strong numeracy and literacy skills lay the foundation for lifelong success. In our many classrooms, teachers employ innovative and interactive teaching methods to make learning an exciting adventure. Whether it be in our English, French Immersion or Christian program our educational staff support our students through tailored programs, personalized attention, and providing instruction based on the curriculum that sparks curiosity, East Lake School strives to teach literacy and numeracy in ways to inspire each child to develop a genuine love for learning.

### *Building future-ready individuals*

In an ever-evolving world, we are dedicated to preparing students not just for today but for the challenges and opportunities of tomorrow. East Lake School embraces a holistic approach to education, where students are not only challenged academically but also to cultivate essential life skills, even at their young ages. From collaborative projects to technology integration and creative problem-solving activities, our classrooms are dynamic spaces that nurture resilience, adaptability, and a passion for discovery.

### *Creating inclusive, engaging, and healthy learning opportunities for all*

Diversity is celebrated at East Lake School, where every student is valued for their unique qualities. Inclusivity is embedded in our approach, ensuring that each child feels a sense of belonging. Our commitment to an engaging and healthy learning environment extends beyond the classroom, with extracurricular activities, wellness programs, and initiatives that promote social-emotional development. East Lake School strives to create a space where all students thrive, embracing the richness of their individual backgrounds and experiences.

East Lake School's Education Plan is our guiding document that we are using to support the learning needs of every student. As we navigate the exciting journey of education together, our focus remains on cultivating not just knowledgeable individuals, but resilient, compassionate, and future-ready leaders. We are excited to have our entire school community join us in creating a vibrant learning community where every child's potential is recognized, nurtured, and celebrated.

Amanda Schultz, Principal

Susan Noble, Assistant Principal

Leslie Waite, Assistant Principal

## School Profile

<p><b>Principal:</b> Amanda Schultz</p> <p><b>Assistant Principal(s):</b> Susan Noble, Leslie Waite</p> <p><b>Website:</b> <a href="https://eastlake.rockyview.ab.ca/">https://eastlake.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Inspiring learners to set goals, persevere, and find success in the emerging process of learning.</p> <p><b>Vision/Purpose/Beliefs:</b> At East Lake School we aspire to be brave problem solvers who embrace challenges, explore possibilities and grow through creative and innovative learning experiences.</p>
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**Total Number of Students:** 922

**Grades served:** Pre-Kindergarten to grade 6

**Total Number of:**

- Classroom Teachers: 39
- Learning Support Teacher(s): 3
- Learning Assistant(s): 14
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 5

## School Diversity Profile

As with all Rocky View Schools, East Lake School reflects a rich and diverse learning community. We offer three programs of choice: French Immersion, Christian Program and Pre-School Intervention Program (PIP).

Notably, 2 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 23 per cent of our school population. There are 25 languages spoken by our families. The most common first languages for these students are Punjabi, Hindi and Urdu.

As an inclusive school, we welcome 8 per cent of our students who have significant learning needs.

## Student Feedback from Spring 2023

<p><b>What do students think are some things that are going well?</b></p> <ul style="list-style-type: none"> <li>• Students enjoy the various clubs, such as Student Council and Library Club. This makes them feel like they have a voice in some of the decisions made at school.</li> </ul>
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- Students appreciate the hands-on nature of their learning, especially in science.

**What do students think could be worked on or improved?**

- Students would like to see a return to having class buddies as a learning opportunity.
- Students would like to have more things to do at recess-ie a second playground, organized games, etc.

## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- Parents appreciate the opportunities to celebrate their children’s learning—SLCs, concerts, FI night, etc.
- Parents appreciate the communication from the teachers via weekly emails and enjoy learning about the concepts being addressed.
- Parents are supportive of the literacy and numeracy initiatives at our school.

### What do parents think could be worked on or improved?

- Informing parents more frequently regarding behaviour—both positive and less positive.
- More consistency of practice with regards to communication of student learning and what is happening in the classroom/school.
- Parents would welcome more opportunities to get to know one another, especially in our programs of choice.

## RVS Four-Year Plan Survey Results

### [East Lake School Survey Results](#)

#### **What does the survey indicate is going well?**

- 93% of students feel they learn about important things.
- 81% of students feel learning is always or often fun.
- Students indicate they know they can do well (99%) and have access to what they need to learn (87%).

#### **What does the survey indicate could be worked on or improved?**

- Students would like more choice in how they learn.
- Finding ways to share student learning and student successes with the wider community. There is a disconnect between what our students indicate and what parents believe is happening at our school.
- Participation in the survey is very low. Finding ways to encourage people to respond will be important.

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	69%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	45%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8. (F&P DATA)	BAS	75%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	n/a
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	Tier 1: 87%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	57%
Percentage of students with Student Support Plans (SSP) who are achieving their learning goals.	Dossier Data	61%

### What does this data tell us is going well?

- \*Positive Behaviour Initiatives and Support (PBIS) initiatives are successful.
- \*Learning goals of Student Success Plans (SSPs) are appropriate and achievable.

### What does this data tell us could be improved or worked on?

- \*French Immersion reading levels are lower than expected.

# Alberta Education Assurance Measure Results

School: 1762 East Lake School

Assurance Domain	Measure	East Lake 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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	80.7	78.8	78.8	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	72.0	77.1	77.9	80.3	81.4	82.3	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	50.4	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	2.4	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	86.1	88.3	86.0	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.9	85.3	85.3	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	75.4	68.7	68.7	80.6	81.6	81.6	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	64.3	65.5	67.5	79.1	78.8	80.3	Very Low	Maintained	Concern

### What does our data indicate is going well?

- Students report a high level of satisfaction with the support available to them to help them learn.
- Students and parents report satisfaction with student engagement.
- Students, parents, and staff are satisfied with the quality of education students are receiving.

### What does our data tell us could be improved on?

- Parent involvement remains an area of concern.

# Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

## How Might We: How might we continue to shift practice in literacy and numeracy using effective instructional strategies to improve student achievement?

<p><b>School Goal 1:</b></p> <ul style="list-style-type: none"> <li>• Students feel successful, engaged and demonstrate continuous growth. Ideally, we would want a decrease in students at-risk by at least 50%.</li> <li>• Teachers who are confident in this aspect of their professional obligations.</li> <li>• Increased teacher capacity and efficacy, which will result in an increase in student achievement.</li> </ul>																				
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Reflections from Teachers, Administrators, Students</li> <li>• Reflections from RVS Learning Specialists – Literacy/Numeracy, UDL, social emotional/behavioural</li> <li>• RVS Assessment Data (September 2023)</li> </ul> <table border="1"> <thead> <tr> <th>Tool</th> <th>LeNS</th> <th>CC3</th> <th>GB+</th> <th>F &amp; P</th> <th>Numeracy</th> <th>MIPI</th> </tr> </thead> <tbody> <tr> <td>Students At Risk</td> <td>50%</td> <td>67%</td> <td>74%</td> <td>50%</td> <td>74%</td> <td>33%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Alberta Education Results Report Data</li> <li>• Formative Assessments (observations, conversations, products)</li> </ul>							Tool	LeNS	CC3	GB+	F & P	Numeracy	MIPI	Students At Risk	50%	67%	74%	50%	74%	33%
Tool	LeNS	CC3	GB+	F & P	Numeracy	MIPI														
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<p><b>Connection to the practice guide(s):</b></p> <p>Instruction and Assessment:</p> <ul style="list-style-type: none"> <li>- “To move learning forward, students and staff take risks, persevere when things are difficult, and understand that mistakes are a part of the learning process” p. 5</li> <li>- “To know and understand our learners, class reviews are completed to support planning for instruction”, p. 5</li> <li>- “Support and encourage teachers, administrators and support staff to be innovators themselves”, p. 7</li> <li>- “Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning”, p. 9</li> </ul> <p>Professional Learning:</p>																				

- “In order for teachers and leaders to be as effective as they can be in their roles, they need to be continually learning”, p. 6
- “As a learning organization, it is critical to build capacity through a systemic and generative framework and establish core standards to guide our critical work in teaching and learning”, p. 6
- “Professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning”, p. 8

**Inclusion:**

- “Provide staff with opportunities to learn from each other, design together, co-teach and problem-solve with each other”, p. 8
- “All stakeholders have ongoing responsibilities, opportunities, relationships, and resources that develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically, and emotionally safe and responsive learning environments”, p. 9

**Strategies:**

- Leverage in-house literacy-numeracy coach working elbow to elbow with staff
- Continue to provide professional learning and resources
- Support PL Focus for literacy and numeracy
- Guide instructional practices and decisions with assessment data
- Provide collaboration time for teachers to plan and work with students (common unassigned time, bi-monthly team meetings, etc).
- Class reviews are conducted and analyzed as part of Tier 2 processes
- Reflect on and identify high-yield universal strategies that target individual needs.
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**Measures:**

- Annual mandated assessment data year over year (LeNS, CC3, MIPI, AB Num Assessment, F&P, etc)
- Formative assessments drawn from observations, conversations, products

**Parents can:**

- Volunteer to read weekly with students
- Volunteer to play math games with students

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Class Reviews are complete and provided valuable information.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused support to staff who have joined us since September to on-board literacy and numeracy practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• FI-Focus on speaking more to develop critical vocabulary.</li> <li>• Looking at alignment and scope and sequence between grades.</li> </ul>	
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Second Class Review has been done.</li> <li>• FI has developed a cross-graded editing tool for students.</li> <li>• Staff looking at how chunking and games can promote literacy and numeracy development</li> <li>• Gearing up to implement a Volunteer Reading program called "Eagles Read!"</li> <li>• Noticing a trend that we are receiving more complex students mid-year. This needs to be considered when creating class lists and supports next year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support new students and staff</li> <li>• Continue a whole-school focus on literacy and numeracy development and routines</li> <li>• Developing a system to welcome new families, students and staff to our school that is sustainable and on-going, given the growth in our area.</li> </ul>



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**How Might We: How might we continue to increase the visibility in order to highlight ongoing learning and achievement with students and their families?**

### School Goal 1:

- Seamless integration of all aspects of Communication of Student Learning (CoSL) that informs students and parents of academic strengths and areas of challenge.
- More parents who feel connected to our school and knowledgeable about their child's learning.
- Students can determine where they are in relation to their learning goals (self-assessment).
- Students see themselves as capable learners.
- Parents understand how learning is assessed and what counts in achievement.

### Data that informed this goal:

- Achievement indicators and comments in PowerSchool
- MyBlueprint artifacts and reflections
- Percentage of parents who access MyBlueprint. Currently, only 38% of our parents have accessed MyBlueprint to view their student's portfolio and reflections.
- Percentage of parents who attend Student-Led Conferences
- Percentage of parent who access PowerSchool to track student progress

### Connection to the practice guide(s):

Instruction and Assessment:

- student shares what they learn, so when one learns, we all learn,
- meet students where they are and support them in the journey to where they need to go and want to be,
- include the application of universal strategies; (p. 7)
- K-9 Real-Time Reporting Guide:
  - “gives parents timely information”, p.3,
  - “informs teacher practice to improve student learning”, p.3,
  - “Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation, and product to assess learning.”, p. 3
  - “use formal and informal methods of communication that are timely, ongoing, clear, concise, accurate, embedded in the learning process and are meaningful for the student and parents.”, p 4

Professional Learning: *A Guide to Support Implementation, Essential Conditions, Alberta Education 2010*

- **Shared Vision:** Stakeholders share an understanding of and commitment to intended outcomes.
- **Research and Evidence:** Current research, evidence and lessons learned inform implementation decision.
- **Resources:** Human resources, materials, funding and infrastructure are in place to realize the intended outcomes (p. 7).

Inclusion:

- Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social- emotional, mental health and behaviour needs of all students (p. 4).
- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy (p. 4).

**Strategies:**

- Present elements of CoSL at Parent Council meetings,
- Collect a variety of assessment data (product, observation, conversation) to triangulate student achievement and ensure authentic learning,
- Share East Lake Communication Guide, which outlines the purpose of each platform, with all stakeholders,
- Streamline how parents can access information sent by the teacher, ie links to Google Classroom, QR codes, etc.,
- Continue to encourage parents to visit PowerSchool and MyBlueprint in teacher newsletters and News from the Nest,
- Teach upper elementary students (grades 4 – 6) how to access their assessment data in PowerSchool, and
- Invite parents to engage with students during school-wide events, such as Math Fair, Science Fair, For the Love of Books, etc.

**Measures:**

- Percentage of parents accessing PowerSchool and MyBlueprint,
- Percentage of parents who attend Student-Led Conferences, and
- Student reflections about their learning and achievement.

**Parents can:**

- Use information provided by teachers to spark conversations with their children about their learning.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> <li>• Teachers indicate more comfort using MyBlueprint with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Created form to track number of parents who attend SLCs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Division 2 teachers teaching students how to access their assessment data in PowerSchool.</li> <li>• Parents attendance at our first Math Fair was significant. Math Fair was well received.</li> </ul>	
March 15	<ul style="list-style-type: none"> <li>• First round of SLCs was very well attended. Students could confidently speak to their growth and next steps.</li> <li>• Eagles Read! Program will bring more parents into the school to work with students.</li> <li>• Have enhanced our online presence to get our school narrative into our wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to seek creative opportunities for parents to be more involved during the school day.</li> </ul>

## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How Might We: How might we continue to grow our Positive Behavior Interventions and Supports (PBIS) work while on-boarding new staff and students?

**School Goal 1:**

- Consistency of expectations in learning spaces and common areas
  - Continue to tweak Matrices for our own spaces,
  - Added large posters of Matrices throughout the school.
- Common understanding of behavioral expectations and continuum of consequences
- Practice alignment (literacy, numeracy, assessment, trauma-informed, inclusive, etc.)
- Use of active learning spaces in classrooms for self-regulation
- Increased understanding of where and when student conflicts occur, and

- Decrease in referrals to the office for discipline

**Data that informed this goal:**

- Reflections from the PBIS committee
- Reflections from Teachers, Administrators, Students, Parents
- Divisional learning supports resources (Tiered Fidelity Inventory)
- Google Classroom
- Office Referral Data

**Connection to the practice guide(s):**

Instruction and Assessment:

- “Teaching and learning are centered around the student. It is the responsibility of staff to build relationships with each student to understand the, as learners, including knowing and understanding their interests, skills and abilities”, p. 4
- “Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success”, p. 7
- Classroom set up can help make a room more inviting and conducive for learning. Space does not need to be limited to the four walls of a classroom and can be extended beyond the building”, p. 8
- “Supporting student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s) and often support staff, using a collaborative support model”, p. 8
- “Assessment is to be ongoing, meaningful, consistent, and accurate for all students, embracing multiple forms of assessment as significant processes for student success” p. 9.

Professional Learning:

- “Though a portion of an individual’s growth plan may be required learning, staff are encouraged to embrace inquiry and curiosity through the process. Through conversations with others, we as learners share our paths, refine our purpose in learning, and gain deeper insights”, p. 5
- “Professional learning in RVS extends beyond the domain of direct student support and is central to the overall culture of improvement, innovation, and excellence”, p. 6
- “Critical reflection plays a significant role in establishing high quality professional learning and professional practice”, p. 8
- “Research and data-informed critical reflection play a significant role in establishing high-quality professional learning and professional practice”, p. 9

Inclusion:

- “We will all use our collective wisdom, strengths, talents, and passions to develop cultures of collision and innovation, where the why, wonder, challenges and constraints of our work become the tipping points for new ideas, solutions, and limitless possibilities”, p. 4
- “Positive Behavioural Interventions and Supports (PBIS) is an evidence-based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures”, p. 13

- “Build a school-based professional learning plan based on staff’s familiarity of Multi-Tiered Systems of Supports, Positive Behavioural Interventions and Supports, Classroom and School-wide Diversity profiles, Universal Design for Learning and Balanced Assessment”, p. 16
- “Work collaboratively to build a thorough understanding on the use of classroom and school profiles to effectively allocate resources, and identify effective instructional practices and assessments based on current strengths, talents and needs of students in each class and the overall learning community”, p. 16

**Strategies:**

- Update Positive Behaviours Reinforcement Matrix (Gotcha 2.0)
- Share updates from PBIS Committee as a standing item at staff meetings,
- Leverage In-house PBIS coaching time,
- Support School-wide focus on introducing and upholding Tier 1 PBIS strategies,
- Build and maintain consistency of expectations,
- Continued visibility of SOAR matrices in classrooms and common spaces,
- Develop a wider base of data collection (Pilot RVS’ data tracking system, when ready),
- Implement in-school mentorship (grade team leads), and
- Begin use of in-class regulation spaces.

**Measures:**

- Classroom environmental scan checklist
- Office Referral Data
- Tiered Fidelity Inventory (TFI)

**Parents can:**

- Reinforce SOARing language and vocabulary at home, and
- Parent engagement sessions (to be hosted during parent council).

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• PBIS committee has tweaked the tracking sheet for behaviour. Reminding staff to use it more regularly has been successful.</li> <li>• Data collected thus far is giving us a better understanding of where and why conflicts are occurring. This makes it easier to be proactive in our approach.</li> <li>• PBIS coach is working with newer staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to add, tweak materials used to help students SOAR (problem solving wheel, etc)</li> <li>• Work with all stakeholders to build understanding of key concepts, such as consequences, conflict, etc. (what does this work mean, what does it look like at school).</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of in-class regulation spaces seems to have a positive effect on students.</li> <li>• New GOTCHA system is having positive results.</li> </ul>	
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Have implemented the RVS Behaviour Tracking system in Dossier</li> <li>• Have implemented Check-In, Check-Out system with several students. This seems to be having a very positive impact.</li> <li>• Working with RVS Specialists to enhance understanding and effective practices for our English as an additional language learners</li> <li>• Staff engaging in PL to support all learners (Assessment in Thinking Classrooms, Orton-Gillingham training, and work with RVS specialists</li> <li>• Whole-school Review with Sherri Black was completed by the Tier 2 team.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ask, "Does this still work in our context?"</li> </ul>

## School Council Review

### Presentation of School Education Plan

**School council comments:**

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*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of East Lake School**

**Principal signature on behalf of students and teachers of East Lake School**