



School Education Plan 2024/25



December, 2024.



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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

Dear Parents and Advocates of East Lake School,

Welcome to learning at East Lake School for the 2024/25 year! We are excited to share with you within this plan how we will support the development of our Eagles through data driven decision making and planning. 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 the learning experience is the development of student numeracy and literacy skills. To support students in the development of these foundational skills, teachers create the conditions for optimal learning. Teachers at East Lake are supported in a number of ways to develop universal learning environments that build confidence and skill in numeracy and literacy. Teachers are engaged in common professional learning around Building Thinking Classrooms (Liljedahl, 2020), where the focus is on deep thinking, problem solving, collaboration and active learning. This study is a common experience for all teachers, Pre-K- 6 in English, French and Christian programs. Our classrooms and teachers are supported by an English as an Additional Language Coach, a Learning Coach, the East Lake Learning Support team, school administration, and RVS divisional learning specialists. Supports for adult learners and student learners are unique, personalized and strengths based.

Building future-ready individuals

We are preparing our Eagles for challenges and opportunities that lie ahead. Focusing on the learner competencies and making this learning visible is a critical way to go about this work. We look to develop and nurture curiosity in our Eagles- about their learning, who they are as learners and about the world around them. By utilizing the Thinking Classrooms approach, students are engaged in collaboration, problem solving, developing communication skills and the ability to pivot, adjust and reflect on their own learning.

Creating inclusive, engaging, and healthy learning opportunities for all

Diversity is a strength and a gift at East Lake School, where every student is valued for their unique qualities. Inclusivity is embedded in our teaching and learning approach, ensuring that each child feels a sense of belonging. Our strong Positive Behavior Intervention and Support results reflect an environment where students and staff know what to expect and what is expected of them in various environments. Our commitment into an engaging and healthy learning environment extends beyond the classroom, with extracurricular activities, wellness programs, and initiatives that promote social-emotional development. We look to create nurture and repair relationships and utilize a restorative practice approach to conflict and problem solving. East Lake School strives to create a space where all students SOAR.

East Lake's School Education Plan is the guiding document used this year to support the learning needs of each student through reflection on last year's data. We focus on cultivating Eagles who are knowledgeable, resilient, compassionate and future- ready learners and leaders. We are excited to embark on this year of collaborating to offer an optimal learning environment where each student, staff member and advocate matters.

Yours in Education,

Amanda Schultz, Principal

Alexis Gross, Assistant Principal

Susan Noble, Assistant Principal

School Profile

<p>Principal: Amanda Schultz</p> <p>Assistant Principal(s): Alexis Gross, Susan Noble</p> <p>Website: https://eastlake.rockyview.ab.ca/</p>	<p>Mission: Inspiring learners to set goals, persevere, and find success in the emerging process of learning.</p> <p>Vision/Purpose/Beliefs: 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: 991

Grades Served: Pre-Kindergarten to Grade 6

Total Number of:

- Classroom Teachers: 41
- Learning Support Teacher(s): 4
- Learning Assistant(s): 16
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- 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, 3 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 32 per cent of our school population. There are 36 languages spoken by our families. The most common first languages for these students are Punjabi, Arabic, Hindi and Urdu.

As an inclusive school, we welcome 10 per cent of our students who have significant learning needs.

Student Feedback from Spring 2024

What do students think are some things that are going well?

- Students feel connected to the teachers and staff at East Lake School
- 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.
- Students appreciate the hands-on nature of their learning

What do students think could be worked on or improved?

- More learning around culture and diversity
- More opportunities for student voice and choice
- Increased opportunities to showcase student learning

Parent Feedback from Spring 2024

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.
- School and classroom Social media used to make learning visible

What do parents think could be worked on or improved?

- Informing parents more frequently regarding behavior—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.
- An opportunity to explore how exploring foundational knowledge around First Nations, Metis and Inuit looks at East Lake School

RVS Assurance Results

	Data Source	Most Recent Results
Percentage of students in Grades 4 – 6 who are not at risk on the EICS Math Assessment.	ECIS Math Assessment 2024	53%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	69%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 6.	Groupe Beauchemin+	21%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	76%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	32% of students in grade 3
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	Tier 1: 80% Tier 2: 96% Tier 3: 79%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	48%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	81%

What does this data tell us is going well?

- Student reading achievement appears to be improving
- Our Tiered Fidelity Inventory reflects that our PBIS initiatives have been successful

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

- There continues to be room for improvement with respect to French Immersion reading achievement
- Celebrating importance of high attendance
- Helping students and families feel connected to what students are learning
- Focus on students developing their identity as learners through competencies

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	57% interested and motivated 77% trying hard to succeed 34% feel challenged and confident
The percentage of students who value school outcomes and have positive homework and studying behaviors.	77% value school outcomes 41% have positive homework/study behaviours
The average score for relevance, rigor and effective learning time.	6.8/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	67% report a sense of purpose 92% pursue activities that are fun and interesting 78% have an understanding of other cultures 83% consider themselves to be in good health 72% consider themselves to be goal oriented
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	6.8/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	59%

What does our data indicate is going well?

- A focus on wellness and mindfulness is evident at East Lake School
- Students are connected to adults and further work to strengthen and nurture relationships is key
- Restorative practice is a powerful learning tool

What does our data tell us could be improved on?

- Opportunities to explore and practice tools to focus on emotional regulation
- Exploration of universal design for learning and ways to maintain attention and focus for students
- We can look at data collection on home-school learning extension activities to potentially provide best practices and alignment with school day learning

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	Student Learning Engagement	80.2	80.7	79.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.3	72.0	74.5	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	49.6	49.6	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	6.2	6.2	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.7	86.1	87.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.2	79.9	82.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.3	75.4	72.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.0	64.3	64.9	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- Parents are satisfied that students model the characteristics of active citizenship
- Students, parents, and teachers are satisfied with the overall quality of basic education
- Parent involvement has increased and remains an area for further growth

What does our data tell us could be improved on?

- Student engagement and agency in learning tasks

Students and teachers expressed a need for us to focus on learning environments being welcoming, caring, respectful, and safe

This survey was completed in the Spring of 2024 by:

- 108 Students
- 23 Parents
- 7 Teachers

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: How might we continue to shift practice in literacy and numeracy using effective instructional strategies such as those from *Building Thinking Classrooms* (Liljedahl, 2021) to improve student achievement?

<p>School Goal 1:</p> <ul style="list-style-type: none"> Students feel successful, engaged and demonstrate continuous growth. Ideally, we would want a decrease in students at-risk by at least 50%. 																				
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> Reflections from Teachers, Administrators, Students Reflections from RVS Learning Specialists – Literacy/Numeracy, UDL, social emotional/behavioral RVS Assessment Data (Spring 2024)- <table border="1"> <thead> <tr> <th>Tool</th> <th>LeNS</th> <th>CC3</th> <th>GB+</th> <th>F & P</th> <th>Numeracy</th> <th>MIPI</th> </tr> </thead> <tbody> <tr> <td>Students At Risk</td> <td>59%</td> <td>16%</td> <td>52%</td> <td>24%</td> <td>31%</td> <td>41%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Alberta Education Results Report Data Formative Assessments (observations, conversations, products) 							Tool	LeNS	CC3	GB+	F & P	Numeracy	MIPI	Students At Risk	59%	16%	52%	24%	31%	41%
Tool	LeNS	CC3	GB+	F & P	Numeracy	MIPI														
Students At Risk	59%	16%	52%	24%	31%	41%														
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment:</p> <ul style="list-style-type: none"> “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 “To know and understand our learners, class reviews are completed to support planning for instruction”, p. 5 “Support and encourage teachers, administrators and support staff to be innovators themselves”, p. 7 “Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning”, p. 9 <p>Professional Learning:</p> <ul style="list-style-type: none"> “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:

- All teachers are incorporating promising practices from Building Thinking Classrooms (Liljedahl, 2021)
- Parents understand how learning is assessed and what counts in achievement and are knowledgeable about their child’s learning
- Clear and visible pathways in place so we can leverage in-house literacy-numeracy coach and jurisdictional learning specialists working elbow to elbow with staff
- Utilizing EAL Coordinators to support students with universal supports for the classroom and for instruction
- Guide instructional practices and decisions with assessment data
- Continue to provide professional learning and resources
- Class reviews are conducted and analyzed as part of Tier 2 processes
- Timetabled collaborative planning time for grade team/grade alike colleagues
- Sharing examples of promising practice at staff meetings/speaking to the why behind instructional decisions

Measures:

- Annual mandated assessment data year over year (LeNS, CC3, MIPI, AB Num Assessment, F&P, etc)
- Formative assessments drawn from observations, conversations, products
- Examples as captured by SEP Committee members and as provided by staff members shared in highly visible location in the school

Parents can:

- Volunteer to read weekly with students
- Continue to practice skills to support literacy and numeracy at home through suggestions/strategies provided by teachers in weekly emailed updates
- Identify authentic applications of literacy and numeracy learning outside of school (ie. helping to make a grocery list, adding up items for purchase, reading signs while driving with parents, etc.)
- Reach out to teachers when they have questions about their child’s learning

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Teachers and support staff are eager to engage in opportunities to learn alongside one another and RVS Learning Specialists to learn about and apply practices from Building Thinking Classrooms to support students in literacy and numeracy • Coaches continue to work alongside teachers to strengthen Literacy and Numeracy instructional practices • East Lake School has begun engagement in jurisdictional intervention supports where teachers are working alongside RVS Learning Specialists to address aspects of universal instruction and support for students identified as being at risk • More opportunities for home learning extensions are being offered as an invitation for parents and caregivers to engage in learning tasks with students at home 	<ul style="list-style-type: none"> • Aspects of original goal were moved to strategies as they were a better fit there
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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 of learner competencies in order to highlight ongoing learning and achievement with students and their families?

School Goal 1:

- Increase the percentage of students who feel challenged and confident in their learning by 50% through their engagement in Building Thinking Classrooms tasks
 - Students can determine where they are in relation to their learning goals (self-assessment)
 - Students see themselves as capable learners (student efficacy)
 - Students see how the learner competencies serve them on their evolving learning journey

Data that informed this goal:

- Data collected from OurSchool and AEAM surveys
- Teacher observations of student agency and self-efficacy during instructional tasks
- Achievement indicators and comments in PowerSchool

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:

- Class weekly newsletters/communication, use of social media platforms
- Announcements: Something to think about this week...
- Visuals of Alberta Education Competencies
- Participating in sharing circles within classes to develop common understanding of the development of learner competencies and how they impact learner identities
- 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,
- Continue to emphasize and explicitly teach learner competencies to support student self-confidence and self-efficacy

Measures:

- OurSchool data regarding how students see themselves as agents of their learning
- Student reflections about their learning and achievement

Parents can:

- Use language of competencies in conversations with children about school and in relation to time spent outside of school as well
- Use information provided by teachers to spark conversations with their children about their learning (i.e. Home learning extensions, weekly updates, etc.)

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Students continue to explore opportunities to identify and develop learner competencies in daily tasks • Teachers continue to define competencies and to talk about 	<ul style="list-style-type: none"> • Goal shifted to include direct measure that focuses on students feeling challenged and confident in their learning pursuits

	them in relation to learning tasks and peer interactions with students	<ul style="list-style-type: none"> Aspects of original goal were moved to strategies as they were a better fit there
April 4	•	•



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.

How Might We: How might we honour the foundational Positive Behavior Interventions and Supports (PBIS) work while ensuring our future work is reflective of the needs of our current community?

<p>School Goal 1:</p> <ul style="list-style-type: none"> Increase the percentage of our Tier 1 Tiered Fidelity Inventory result to above 85% this spring.
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) (tier 1: 80%) Behaviour Data Tracking (BDT) system Reflections from the PBIS committee Reflections from Teachers, Administrators, Students, Parents Divisional learning supports PBIS Google Classroom
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment:</p> <ul style="list-style-type: none"> “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:

- Building capacity among colleagues with respect to Restorative Practices
- Build parent understanding of the benefits of Restorative Practices
- Share updates from PBIS Committee as a standing item at staff meetings
- 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)
- Begin use of in-class regulation spaces
- Common understanding of behavioral expectations
- Instructional practice alignment (literacy, numeracy, assessment, trauma-informed, inclusive, etc.)

<ul style="list-style-type: none"> • Use of active learning spaces in classrooms for self-regulation • Increased understanding of where and when student conflicts occur (Behaviour Data Tracking) • Extension of Community Values and PBIS beyond the walls of the school 		
<p>Measures:</p> <ul style="list-style-type: none"> • Classroom environmental scan checklist • Behaviour Tracking Data (BDT) • Tiered Fidelity Inventory (TFI) 		
<p>Parents can:</p> <ul style="list-style-type: none"> • 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>December 6</p>	<ul style="list-style-type: none"> • Our new PBIS leads, Amy and Sabeha, have found their footing after a bit of a learning curve through the first few months of the year. • Through their work with the PBIS committee they have set up new structures for how our PBIS lessons reflect the values of our school community. • Our PBIS committee is also continuing to ensure that practices and procedures for daily life at East Lake School are clear for staff students, and parents as our community continues to grow. 	<ul style="list-style-type: none"> • Aspects of original goal were moved to strategies as they were a better fit there
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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 School

Principal signature on behalf of students and teachers of School