

LOCHEARN SCHOOL

Rocky Mountain House, Alberta

Education Plan
2023 . 2026
Year 2



About Us

Lochearn School is located in Rocky Mountain House and

enrols approximately 320 students from Pre-Kindergarten to Grade 5.

Staff, students and parents work together to create a collaborative and caring school community. Teachers work in teams in Community of Practice (COP), and in our Collaborative Response Model (CRM) to inquire, explore and reflect on issues and strategies to impact learning.



GUIDING PRINCIPLES

Our Vision

Students First: *All Students Succeed*

Our School Mission is to inspire engagement, learning and growth for all students and staff in a safe and caring community.

Our School Motto

Learning Together, We Excel!

Our Kindness Virtues

- Caring • Courage • Inclusiveness • Integrity • Respect • Responsibility



CREATING OUR INQUIRY QUESTION:

Collecting and Responding to Student Data

We have found that due to the covid pandemic many students missed a significant amount of school and there are some sizeable learning gaps for some students. With multiple abilities and levels in our classrooms, the question becomes:

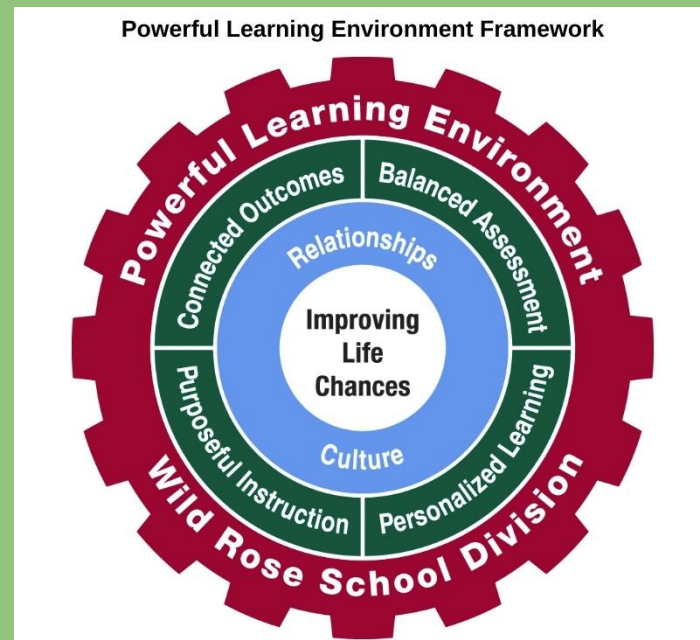
How do we meet the learning needs of all students?

The learning gap within our classrooms is significant based on data collected from multiple sources:

- provincial literacy and numeracy assessments
- common writing assessments
- common math assessments
- Fountas and Pinnell benchmarking
- Grade Level of Achievement data
- student connectivity surveys

OUR INQUIRY QUESTION:

Through the lens of the Powerful Learning Environment Framework, how do we address the diverse needs of our students as we implement the new curriculum?



PLE

Alberta Education Assurance Measures Results:

As required by Alberta Education, the survey was completed by our school staff and grade 4 students in the spring of 2024. The parents of our grade 4 students were invited to participate and 24 parents responded.

| Assurance Domain | Measure | Lochearn 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 |
| Student Growth and Achievement | Student Learning Engagement | 83.1 | 87.9 | 88.5 | 83.7 | 84.4 | 84.8 | n/a | Declined | n/a |
| | Citizenship | 77.1 | 88.3 | 88.6 | 79.4 | 80.3 | 80.9 | Intermediate | Declined Significantly | Issue |
| | 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 |
| | PAT8: Acceptable | n/a | n/a | n/a | n/a | 86.2 | 86.2 | n/a | n/a | n/a |
| | PAT8: Excellence | n/a | n/a | n/a | 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 | 91.4 | 95.4 | 94.5 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 86.9 | 92.4 | 91.9 | 84.0 | 84.7 | 85.4 | n/a | Declined | n/a |
| | Access to Supports and Services | 77.0 | 84.1 | 86.7 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 74.5 | 79.2 | 81.2 | 79.5 | 79.1 | 78.9 | Low | Maintained | Issue |

Based on the results of this survey, two areas we will improve on during the 2024 - 2025 school year are student learning engagement and citizenship. We will build on the results that show 100% of the parents who responded said that Lochearn is a welcoming place to be and that their child is safe at school.

STRATEGIES:

How will we investigate our inquiry question in year two?

- Engagement and citizenship will be addressed by focusing on the relationships and culture circle of the PLE.
 - Student survey on engagement
 - Focus on current research and best practices in engagement and citizenship
- Invite families to attend a literacy / numeracy event
- Continue to connect with parents through weekly newsletters, Remind and FB
- Ensure every student feels connected to at least one adult in the school
- Renewed focus on our Kindness in the Classroom program
- Ensure staff have collaboration time to dig deeper into the new curriculum
- Grade level teams will collaborate to identify new areas to be taught:
 - Identify resources needed and plan for implementation
 - Vertical teams will share best practices on curriculum topics
- Ensure staff understand the Powerful Learning Environment and present examples:
 - Provide examples of purposeful instruction, connected outcomes and balanced assessment from class visits and Seesaw Digital Portfolio examples
 - Continue with the use of case studies (using various student work samples/assessments) to determine next steps in Reading, Writing and Math
 - Continue using our whole school data to identify gaps and areas of growth to target

- Teachers will create personal/team inquiry questions to go deeper with their learning
- Teachers will identify appropriate tools to assess student success in Math, Reading and Writing (survey, conversation, observations, academic screens etc) and focus on next steps and personalizing learning
- Continue to learn about Indigenous perspectives and include in daily planning (see Professional Learning schedule)
- Teachers will continue to provide evidence of learning (triangulation, conversation and product).
- Provide embedded COP time for grade level collaboration
- Provide embedded intervention time and strategies for targeted instruction
 - systematic phonics program grades 1 - 3
 - embedded numeracy support
- Inform parents of changes in the curriculum
- Access Division PD to support new curriculum implementation
- Share universal supports for behavioural and social emotional development

MEASURES:

How will we assess our progress?

- Collect and review data from multiple sources to determine
 - academic improvements - provincial and school based assessments
 - decrease in critical incidents
 - connectedness
 - student surveys
 - increase in student attendance
- Observations
- Anecdotal information
- Triangulate data through our observations, conversations and artifacts to ensure our plan is making a difference
- Evidence of teacher planning and assessing for individual student needs
- Teachers to share their results from their inquiry in the spring
- 2024 - 2025 Assurance Survey Results

IMPLEMENTATION:

How will we put our strategies into action?

- Create a plan based on the student engagement survey and best practices
- Access the Division PD opportunities on new curriculum
- Access Division and Âsokêwin Friendship Centre support for Indigenous learning
- During our Community of Practice time, teachers will share ideas on how they are implementing new curriculum.
- On PL days, vertical teams will meet to discuss best practices across curriculum. With a shift in topics and grades, some of our best practices are from those who have already taught that topic.
- Our professional learning days include learning about best practices for individualizing learning with a focus in reading, writing, mathematics and social/emotional growth.
- We also continue with our CRM process on professional learning days and our weekly PPT process where teachers bring their data forward to discuss the needs of students and possible supports, interventions and other next steps.

PROFESSIONAL DEVELOPMENT PLAN FOR 2024.2025

| August | September | October | November | January |
|---|---|---|---|---|
| Organizational Tasks and Meetings Intergenerational Trauma and its impact on learning Foundations of Literacy / Numeracy Review Science - vertical planning Complex Needs Transitions Welcome Back! Open House for families | Transitions - CRM Teacher / EA Meetings Growth Plans / Inquiry Questions IPP/ELL Benchmarks UFLI Literacy Planning Community of Practice focus - Engagement and Citizenship | PD-Intergenerational Trauma and its impact on learning Assessment and Report Card Review PGP Community of Practice focus - Connection Survey | Intergenerational Trauma Public School Works Modules Community of Practice focus - Reporting to parents Review UFLI literacy groupings | Land Based Learning and Elementary CRM Add grade 1 students to UFLI Literacy Groupings Community of Practice focus - Revisit Engagement and Citizenship |
| February | March | April | May | June |
| Teacher's Convention Community of Practice focus - PGP | Indigenous Worldview CRM PGP Community of Practice focus - Curriculum Focus | Divisional Day: Social Studies New Curriculum Sessions Community of Practice focus - Curriculum Focus | Social Justice PGP Inquiry Question sharing Community of Practice focus - Transition to next grade | Transition Focus - preparation for 2024-2025 Community of Practice focus - Year end data collection/review |

Learning Together, We Excel!



This plan was developed in collaboration with staff and parents through surveys and conversations at staff meetings and at school council. Thank you for your input.