



School Education Plan & Results

WORKING TOGETHER TO HELP EVERY STUDENT LEARN AND EXCEL

Duclos School 2024-2025



School Administration:

JoDee Conrad, Acting Principal

Morgan Ferbey, Acting Assistant Principal

School Education Plan & Results

I. School Mission/Vision/Values

Duclos School Mission Statement:
“Developing Mind and Character In a Safe, Caring and Learning Environment.”

Duclos School’s Value Statements:
Passion for Learning, Accountability, Respect, Collaboration.

We Value the Essential Virtues of:
Respect, Empathy, Kindness, Fairness, Self-Control, Tolerance, Conscience.

II. School Education Plan Development

Briefly outline the process of development of the School Education Plan. include reference to school staff, school council / community, and students if applicable.

School Council:

- Review school goal setting processes and the areas of focus
- Discuss strategies and gain perspective on how to involve community and families to support our priorities - fall 2024 and spring 2025
- Review Assurance Survey results from Spring 2024 and ask for feedback on areas we need improvement
- Opportunity for discussion and questions around school priorities strategies.
- Review any data that has been gathered.

Teachers:

- Assign Time to engage staff in planning activities around priorities and strategies - fall 2024 and spring 2025
- Discussions with teachers around students’ needs to inform decisions about strategies used to support the goals of the school.
- Our Student Services Coordinators meet weekly with our school counselor and administration to discuss needs they are seeing around the school with students and staff.
- Review Assurance Survey results from Spring 2024 and make plans to address areas of concern and celebrate our strengths
- Review data for our goals throughout the year
- Grade level weekly team meetings focused on assessment and instruction

Support Staff:

- Assign Time to engage staff in planning activities around priorities and strategies - fall 2024 and spring 2025
- Review Assurance Survey results from Spring 2024 and make plans to address areas of concern and celebrate our strengths

Parents:

- Input from parent responses of previous Grade 4 students on the Alberta Education Assurance Survey

Students:

- Input from previous Grade 4 students responses on on the Alberta Education Assurance Survey

- Input gathered through a division developed wellness survey administered in the spring

III. School Improvement Priorities

NLPS Priority 1: Student Achievement - NLPS is committed to enhancing and supporting instructional practices to improve the numeracy and literacy skills of all ECS to Grade 6 students, and is committed to providing all Grade 7 to 12 students with enhanced instruction and programming to ensure a learning pathway that leads to success.

NLPS Priority 2: Student Mental Wellbeing - Northern Lights Public Schools is committed to supporting the improvement of the mental wellbeing of students.

| School Improvement Priority 1: Duclos will improve student numeracy skills in the area of Number Sense and Fact Fluency |
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| <p>Measurement Tool(s)</p> <ul style="list-style-type: none"> • Gr 1 - 3: Alberta Numeracy Screening • Gr 4: CAT4 Numeracy |
| <p>Measurement Target(s)</p> <ul style="list-style-type: none"> • Gr 1: We will improve from 35% of students requiring additional support in September to 25% in June. • Gr 2: We will improve from 23% of students requiring additional support in September to 15% in June. • Gr 3: We will improve from 27% of students requiring additional support in September to 17% in June. • Gr 4: Based upon Nov '24 data, we will improve from 67% of students at stanine 4 or above in Mathematics to 75% and from 46% of students at stanine 4 or above in Computation and Estimation to 60%. |
| <p>Strategies</p> <p><u>Universal:</u></p> <ul style="list-style-type: none"> • Jackie is scheduled to come in for Jan 22, March 5, April 9 3:30 - 4:30 • She will review the first 5 strategies for adding and subtracting and then focus on the last 2 strategies. <ul style="list-style-type: none"> ○ Module 1: Foundations for Reasoning Strategies ○ Module 2: Count On/Count Back Strategy ○ Module 3: Make a Whole Strategy ○ Module 4: Think Addition Strategy ○ Module 5: Compensation Strategy ○ Module 6: Partial Sums and Differences Strategy ○ Module 7: Standard Algorithms • Teachers will use warm ups recommended by Jackie at the start or end of their math lessons • Teachers will maintain a math vocabulary wall and use it with the students (modified to fit limited space) • Teacher Access to NLPS Consultants for assistance with Numeracy - eg: Guided Numeracy <p><u>Targeted:</u></p> <ul style="list-style-type: none"> • The grade 3 team has a team lead that will work with an instructional coach on Mathology. The team lead will share her learnings with the rest of her team. The grade 3 team has made Mathology a part of their individual growth plans. They are starting to use Matific as well. • Budget funds to go towards Mathology and Matific resources for all grades including the online subscription. • Purchase "Figuring Out Fluency" Books for each grade for their work with Jackie Ratkovic. • Small group intervention "Do the Math" - Katelyn Hornseth, Juanita Goreniuk, EA |

- Enrichment class - once per week - STEM focus

Individual

- Walk-throughs during numeracy lessons with time to reflect with the teacher on programing, lesson development and implementation.

Resources

- Figuring out Fact Fluency - Addition and subtraction with whole numbers” by John J. SanGiovanni, Jennifer M. Bay-Williams and Rosalba Serrano
- Figuring out Fact Fluency - Multiplication and division with whole numbers” by John J. SanGiovanni, Jennifer M. Bay-Williams and Rosalba Serrano
- Mathology online subscription for teachers including Matific
- Mathology kits
- New Learn Alberta - many free Mathology resources.
- “Do the Math” intervention program
- Maximizing Math - Grade 1
- K5 Learning Screener - From Jackie R

Implementation Timeline

- Teachers who worked with Jackie R last year are already implementing the strategies that Jackie shared last year including warm ups and common vocabulary.
- Jackie will meet with teachers on Jan 22, Mar 5 and April 9, 2025 and is available via phone, email or google meet for individual teacher consultation
- Do the Math small group intervention will begin mid Nov.
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2024-25 Results (complete after the school year)

- Gr 1: We will improve from 35% of students requiring additional support in September to 25% in June. Jan - 25% requiring additional support (down)
- Gr 2: We will improve from 23% of students requiring additional support in September to 15% in June. Jan - 37 % requiring additional supports (up)
- Gr 3: We will improve from 27% of students requiring additional support in September to 17% in June. Jan - 43% requiring additional supports (up)
- Gr 4: Based upon Nov '24 data, we will improve from 67% of students at stanine 4 or above in Mathematics to 75% and from 46% of students at stanine 4 or above in Computation and Estimation to 60%. May - no info yet
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2024-25 Comments (complete after the school year)

- Our initial plans of utilizing one EA for pull out - “Do the Math” intervention were not successful due to the number of students requiring 1:1 individualized support.
- After the Jan Numeracy Assessment scores were released, they were analyzed by grade level teachers, each grade level (with input from EAs) had a plan on how to support students at risk:
 - o Grade 1 - EA will run a daily Numeracy pullout group focusing on rote counting, subitizing, comparing, number line, and “Do The Math”
 - o Grade 2 - Numeracy pullout group focusing on numbers to 100, fact fluency, “Do The Math” - led by an EA
 - o Grade 3 - 2 numeracy groups daily - EA led
 - o Grade 4 - ability based classes 3 times a week - 5 groups, swapped timetable to have common math time to accommodate grouping
- Shortly after these plans, we lost 75 EAs and some of these plans could not be implemented fully, but to some extent.
- Jackie R finished her 3 year time with us - Focus on “Figuring Out Fluency” - teachers were taught about the importance of basic strategies for addition and subtraction and were provided with hands-on materials ready to use in the classroom.

School Improvement Priority 2: Duclos will build a more welcoming and inclusive learning environment focused on Tier 1 and 2 supports.

Measurement Tool(s)

- NLPS Mental health and wellness survey for students in March 2025
- PowerSchool Log entries - parent contact, behavior concerns
- Attendance counts for students and staff
- Parent involvement
- Assurance Survey - parent results and number of respondents

Measurement Target(s)

- Decrease student behavior - physical aggression 53 report incidences that were reported,
- Improved staff attendance
 - Teacher Illness up to 3 days - 63.5 in 23-24 Teacher Illness over 3 days - 35 in 23-24
 - Teacher Illness over 20 - 158 in 23-24
 - Support Staff Illness up to 3 days - 144 in 23-24
 - Support Staff Illness over 3 days - 76 in 23-24,
 - Support Staff Illness over 20 days - 110 in 23-24,
- Improved student attendance - 14% of students attended 75% or less school in 23-24
- Increased parent involvement
 - involvement in school council
 - assurance survey data (19 respondents in 2024),
 - attendance at parent teacher interviews - 79% of parents attended Nov 2024 interviews
 - communication and parent volunteers (102 invites for luncheon 23-24)
 - Mental Health Survey Results - gr 3-4 - increased sense of belonging , decreased daily stress
 - increased number of students who can talk to a safe adult at school

Strategies

Universal

- Our SACs will deliver Kimochi lessons at all of our Assemblies. Kimochis helps kids identify and deal skillfully with their emotions. This program also helps kids establish and sustain strong friendships.
- SAC will also offer Kelso's Choice - Conflict Management Curriculum to classes
- SAC will deliver the first 6 Kimochi lessons to our Kindergarten classes. This will take the bulk of September and October. The six lessons introduce all of the characters who each represent a different emotion.
- Welcoming students by name every morning - Principal and Assistant Principal - daily greetings include High Five Monday, Take What You Need Tuesday, Wave Wednesday, Handshake Thursday, Fist Bump Friday
- We will plan family/community oriented school wide events and celebrations: Meet the staff night in September, Just Read Assemblies
- The School Council will plan family friendly events throughout the year.
- We will review our Matrix as a staff and continue to develop collective commitment on student and staff expectations
- The Matrix will be shared at School Assemblies
- Continue to refer to Office vs Classroom Management document - identifies tiers of support for specific behaviors
- School wide PBIS work at each of our PD days and some staff meetings. We will be following the STOIC framework from "Safe and Civil" schools
- Continue with "House Teams" and now bring in parents as team members.
- Utilize programs offered by SFSK
- Daily announcements including birthdays, pawsitivity paws, welcome of staff
- Invite more parents in as volunteers and visitors

Targeted

- Continue our use of social media to promote our school initiatives, goals and events and align with vocabulary/questions in the Assurance Surveys.
- BCHS Buddies to connect with gr 4 students identified as benefiting from additional connections. This is like the Big Buddy program.
- Keep staff up to date with NVCI training, First Aid

- Monthly student attendance review by admin and then followed up with a conversation with the teachers where appropriate. Once the teacher has made attempts to work with the parent, Admin will reach out to the families to help parents work through any barriers they may be facing in getting their kids to school.
- Create a core PBIS team - attend all PD with Tom Hierk at division office, help lead the staff through our PBIS PD at the school level and plan and implement school wide House activities.

Individual

- Zen Den - connect with self (self regulation). We will seek/provide PD for our E.As on how to use this space
- Brenda Feland is an instructional coach through WRAP (FASD) and will work with some of our staff on how to support students in the classroom who present with challenging behavior - November
- Dr Chandra Lebenhagen will work with students/staff monthly to support students with complex needs - staff PD Jan 31, 2025
- Individualized PD opportunities related to school priorities in wellness.
- Sensory Room - focus on activities for specific purposes - PD on this for EAs as well

Resources

- Kimochi Kit: Purchase an additional Kimochis Kit
- Brenda Feland - Instructional Coach with Lakeland Center for FASD.
- Safe and Civil Schools - STOIC framework - PBIS
- Duclos Continuum of Supports - outlines tier 1,2,3,4 supports
- Dr. Chandra Lebenhagen
- SFSK Programming
- Tom Hierck PD provided by NLPS
- Kelso's Choice program

Implementation Timeline

- Dr. Chandra visits monthly to observe students and work at elbow with staff
- Brenda Feland visits bi-monthly to provide universal classroom supports
- PBIS division PD - November and February
- PBIS - staff PD - January
- Weekly assembly - with students

2024-25 Results (complete after the school year)

- Decrease student behavior - physical aggression 53 report incidences that were reported 55 reported in 24-25 (May)
- Improved staff attendance
 - o Illness up to 3 days - 63.5 in 23-24 58 absences in 24-25 (down)
 - o Illness over 3 days - 35 in 23-24 62 absences in 24-25 (up)
 - o Illness over 20 - 158 in 23-24 197 in 24-25 (up)
 - o Support Staff Illness up to 3 days - 144 in 23-24, 148 absences in 24-25 (up)
 - o Support Staff Illness over 3 days - 76 in 23-24, 35 absences in 24-25 (down)
 - o Support Staff Illness over 20 days - 110 in 23-24, 21 absences in 24-25 (down)
 - o
- Improved student attendance - 14% of students attended 75% or less school in 23-24, 16.5 % of students attended 75% or less school
- Increased parent involvement
 - o involvement in school council - consistent meetings and participation (6-8 parents on average)
 - o assurance survey data (19 respondents in 2024), 29 respondents in 2025 (up)
 - o attendance/phone call at parent teacher interviews - 79% of parents attended Nov 2024 interviews Mar Interviews - 76% of parents attended
 - o communication and parent volunteers (102 invites for luncheon). 115 for 24-25 (up)
- Mental Health Survey Results - gr 3-4 - increased sense of belonging (increased from 83% - 84%), decreased daily stress (increased from 49% to 61% feeling more stress), increased number of students who can talk to a safe adult at school. (increased from 92% to 95%)
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2024-25 Comments (complete after the school year)

- In General, our staff are taking less sick days

- Attendance issues are still a concern - need to create a process for follow up with families.
- Increased parent participation in the Assurance Survey
- Growth in all Domains and Measures of the Assurance Survey
- Students are feeling more stress and anxiety overall and struggling to bounce back after a setback.

IV. Professional Learning Plan

Outline the school professional learning plan to assist with the implementation of the strategies for each improvement priority. Please include information on the resources required (including budget), timelines, participants (not individual names) and other pertinent information.

A. Creation

- The school education plan is aligned with the goals and areas of focus in the Northern Lights Three year plan and the goals of Alberta Education
- School plan is reviewed with staff along with the division goals and priorities
- 4 half days on the PD days scheduled by the division.
- School Admin and staff suggest professional learning opportunities that align with school goals and Professional Learning Plans.
- PD time scheduled in the fall and spring to review the plan and give final input.
- Timetabling is created to embed opportunities for professional growth and collaboration time around school goals. (this may have to occur after school at times)

B. Disbursement of Dollars

- Professional Development dollars are allocated annually based on staff size, school goals, and areas for professional development
- Sub days have been budgeted to cover PD, planning time, conferences, webinars, mentoring time

C. Professional Growth

- Monday morning grade level meeting time will continue with a focus on instruction and wellness - moved to Wednesdays to allow for Monday connection with teachers and students.
- PD time at staff meetings to address goals
- Teachers complete professional learning plans and will meet with the admin 3 times a year to review them. Classroom observations based upon Teacher Professional Learning Plans. Began implementing Observations and Generative Dialogue related to Teachers' Professional Inquiry Questions.
- Walk throughs focused on numeracy and inclusion/wellness
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D. Outside agencies/partners/community groups

- We partner with outside agencies to supplement our programs, address school needs and provide professional learning to our staff and parents where applicable
- We will work with the Dragonfly Centre to support personal safety. Universal supports and individual counseling
- Partner with BCHS for opportunities to build connections with students lagging in that area. This includes student work experience, Big Buddies (gr 4), helping out at our annual sports day to run events and connect with students.
- SAC connects us with community agencies for counseling, family supports, and other student needs
- United Church Ladies work with us to provide lunches for kids in need
- Bonnyville Friendship Centre - lunch/snacks for kids in need
- Parent Volunteers
- School Council

V. Communication Plan

Outline a plan on how the school will communicate the School Education Plan, as well as progress, to staff, parents, students (if applicable) and other stakeholders.

MONTHLY

- **Bi-weekly video posts** sent through School messenger and on social media highlighting upcoming events, school priorities, celebrations with a focus on numeracy, inclusion and wellness - in place of a newsletter
- **Monthly School Council Meetings:** We seek feedback on our school education plan. We promote our goals, share our data sets, review the Assurance Survey and highlight events and school activities.
- **Monthly Staff Meetings and Staff Professional Development days:**
 - Schedule time in PD Tuesdays and/or staff meetings to review data sets and strategies related to school goals
 - Make our plan visible in the staff room, PD room and on meeting agendas
 - Collaboration time - tie conversations back to the School Education Plan

ONGOING

- **School Website:** @DuclosSchool
 - School Education Plan uploaded
 - School council information and copies of the agendas and meeting minutes
- **Facebook:** @DuclosSchool
 - Develop a schedule for regular updates/focus areas that highlight our school goals
- **SchoolMessenger:** share a link to our School Education Plan with parents
- **COLT Visits:** Time to reflect on admin Professional Learning Plans and School Education plans with Division Executive.

VI. Monitoring Plan

Outline the steps the school will undertake to monitor and update the progress of the School Education Plan throughout the school year.

September

- ~~Review 23-24 School Education Plan with staff and discuss next steps for current year~~
- ~~School Council Meeting - review last year's plan and discuss next steps for current year~~

October

- ~~Review Assurance Survey with School Council~~
- ~~Review Student Attendance and Log Entries (behavior) - SST/Admin meeting~~

November

- ~~CAT 4 Assessment Window~~
- ~~Review Assurance Survey with staff at teacher/EA Meetings~~

December

- ~~Review Student Attendance and Log Entries (behavior) - SST/Admin meeting~~
- ~~Review CAT4 data - did in Jan 2025~~

January

- ~~Review current School Plan with staff at PD - Jan 31~~
- ~~Review current School Plan with school council~~

February

- ~~Review Student Attendance and Log Entries (behavior) - SST/Admin meeting~~

March

- ~~NLPS Wellness Survey~~

April

- ~~Review Student Attendance and Log Entries (behavior) - SST/Admin meeting~~

May

- ~~CAT4 Assessment window~~
- ~~Volunteer Luncheon - numbers~~

June

- Numeracy and Literacy screening
- Review Student Attendance and Log Entries (behavior) - SST/Admin meeting
- Complete Draft School Education Plan for 25-26

VII. Additional Data Sets

(Optional) Insert and explain any additional data sets specific to the school improvement priorities.

Data is included in the results section of the priorities.

VIII. Endorsement

As the representative of the School Council at this school, I hereby give my endorsement to this School Education Plan for the school year. I hereby acknowledge that the School Council has had the opportunity to provide advice on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date