



Nose Creek Elementary School

School Education Plan 2024/25



 **LEARN TO READ, LOVE TO READ**

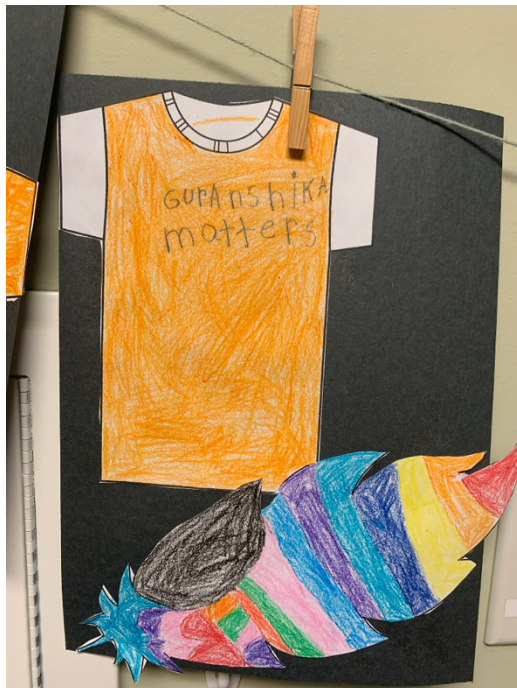


October 2024



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BE SAFE. BE RESPECTFUL. BE KIND.
PBIS @ NCES

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.

Principals' Message

As Nose Creek Elementary School (NCES) continues to grow, we are excited to see increasing diversity at our school. We are also pleased to welcome new students to NCES throughout our entire school year, with families moving into the newly constructed homes being built within our community. Since last year, our school has increased by almost 50 new students already! As our school grows, NCES staff remain committed to using research based, evidence informed practices and approaches to learning. This commitment ensures that we provide high quality support and instruction to optimize our students' growth and development, academically and beyond.

With the school motto "Learn to Read, Love to Read," we understand that strong literacy development is a significant priority for our elementary learners. Honouring this understanding, we strive to provide outstanding literacy instruction to help our students listen, read, spell, and write with confidence and commitment. This year, we are eager to help our students build upon their core literacy skills to support their development as strong readers and writers by engaging in targeted word work development. We also recognize the huge role parents play in nurturing eager readers and writers. Whether families enjoy getting cozy while reading a great story or getting silly with funny character voices, meaningful literacy experiences at home have a powerful impact. Thank you for reading to, and with, your children at home.

Beyond academic achievements, Nose Creek Elementary School staff recognize the importance of building students' competencies as learners. Competencies can best be described as combinations of skills, knowledge, and attitudes that students develop and apply for successful learning, living, and working. Examples of competencies include managing information, problem solving, critical thinking, and collaboration. When students experience new and unfamiliar situations, these competencies help them to build on their previous knowledge, think critically, and determine how they can approach complex problems and challenges. We are eager to help students develop, reflect on, and celebrate their growing competencies as a key goal in this school education plan.

Our school is very proud to be a Positive Behavioral Interventions and Supports (PBIS) school, centering around our three school expectations, Be Safe, Be Respectful, Be Kind. Using PBIS, our school seeks to create a positive school environment that encourages appropriate behaviours for all students across all areas in our school. This school-wide approach involves the use of universal systems of support to minimize disruptive and problematic behaviours while increasing students' academic achievement. As a PBIS school, each of our three school-wide positive expectations are explained and taught to our students, emphasizing prosocial skills and acknowledging positive student choices. We are eager to continue our work as a PBIS school, using a targeted plan to support students to be safe, respectful, and kind in all school settings.

Collectively, our school education plan goals seek to advance students' literacy skills, build their opportunities for life-long success, and create inclusive learning opportunities for all students in a safe and caring environment. We are eager to work in partnership with our school council, parents, and community members as we help our students flourish in our diverse and vibrant school community.

Respectfully,

Andrew Doyle *Suzanne Martin*

Andrew Doyle and Suzanne Martin
NCES Principal Team

Nose Creek Elementary School Profile

| | |
|--|---|
| <p>Principal: Suzanne Martin</p> <p>Assistant Principal: Andrew Doyle</p> <p>Website: https://nosecreek.rockyview.ab.ca/</p> | <p>Mission: Our school mission is to create a community of lifelong learners where discovery happens in a safe, welcoming environment, and where all students are supported to understand their unique strengths as learners and citizens.</p> <p>Vision/Purpose/Beliefs: We believe that students flourish in a culture of safety, kindness and respect. We recognize that a culture of high expectations best supports learning for everyone, as all students are capable of learning at high levels.</p> |
|--|---|

Total Number of Students: 638

Grades Served: Kindergarten to Grade 4

Total Number of:

- Classroom Teachers: 26
- Learning Support Teacher(s): 2
- Learning Assistant(s): 11
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office Staff: 2
- Caretaking Staff: 4

School Diversity Profile

As with all Rocky View Schools, Nose Creek Elementary School reflects a rich and diverse learning community.

Notably, approximately 3 percent of our students self-identify as Indigenous students. English as an Additional Language learners represent 28 percent of our school population. The most common first languages for these students are Punjabi, Urdu, and Persian. As an inclusive school, we welcome 5 percent of our students who have significant learning needs.

Additionally, our school offers several amazing student leadership opportunities, including AMA Patrols, Morning Door Leaders, Office Helpers, and more. We offer a “grab and go” breakfast program for students each morning, and have extra-curricular activities, such as choir and athletic intramurals, for grades one through four, as well as several special events and activities throughout the school year.



Student Feedback from Spring 2024

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

Nose Creek Elementary School students shared the following highlights of what is going well in our school:

- Feeling safe, kind, and respected in their school, and in their classrooms in particular
- Using ASK – TELL – ADULT when they have challenges interacting with peers/classmates
- Learning how to become better at reading, writing, and spelling/word work/phonics
- Learning how to become better at math
- Getting help from school staff when they need it
- Student leadership opportunities, such as AMA Patrols, Door Leaders, Lost & Found Leaders, Fun Lunch Leaders, etc.
- Learning experiences beyond their classrooms, including PE and Music classes, as well as field trips, technology opportunities, and buddy times with other classes in the school

What do students think could be worked on or improved?

Nose Creek Elementary School students shared the following highlights of what could be worked on in our school:

- Feeling safe, kind, and respected on the bus
- Feeling safe, kind, and respected at recess times



**GRADE 3
TAILS TO TELL
JUICE BOX RECYCLING
STUDENT LEADERSHIP
PROJECT**



Parent/Guardian Feedback from Spring 2024

What do parents/guardians think are some things that are going well?

Nose Creek Elementary School parents/guardians shared the following highlights of what is going well in our school:

- School communications to parents/guardians, including our weekly NCES Beacon school newsletter, class newsletters, SchoolMessenger messaging services, and student agendas
- Student engagement opportunities, including in-class learning time, choir, intramurals, spirit days, dress up days, assemblies, field trips, etc.
- Relaxed Entry (students arriving on campus in a 10-minute window, entering directly into school for a soft, relaxed start each morning)
- RVS applications, such as PowerSchool, SchoolCashOnline, and Safe Arrival Services
- Student leadership opportunities, such as AMA Patrols, Door Leaders, Lost & Found Leaders, Fun Lunch Leaders, etc.

What do parents/guardians think could be worked on or improved?

Nose Creek Elementary School parents/guardians shared the following highlights of what could be worked on in our school:

- Real Time Reporting/PowerSchool Parent Portal Information
- Having a single access point and simplified process for parents/guardians to use RVS applications, such as PowerSchool, SchoolCashOnline, and Safe Arrival Services



RVS Assurance Results

| Measures | Data Source | Results as of Spring 2024 |
|---|--|---------------------------|
| Percentage of students performing math at or above grade level on the Math Intervention Programming Instrument in Grade 4 in September 2024. | Elk Island Catholic School Numeracy Assessment | 72% |
| Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment in Grades 1 – 3. | AB Numeracy Assessment | 86% |
| Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) in Grades 1 – 4. | BAS | 70% |
| Percentage of students meeting expected grade level outcomes on the RVS writing assessment in Grade 3. | RVS Writing Assessment | 64% |
| School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory. | Tiered fidelity inventory by PBIS specialist | 83% |
| Percentage of students who are absent less than 10 percent during the school year. | PowerSchool | 66% |
| Percentage of students with Individual Program Plans who are achieving their learning goals. | Dossier Data | 67% |

What does this data tell us is going well?

- Compared to last school year, our scores have improved in all areas year over year, helping us to recognize school-wide improvement in the various areas.
- As our Positive Behavioural Intervention and Support (PBIS) Tier 1 Tiered Fidelity Inventory passed the 80% mark at 83%, NCES will now begin implementing PBIS services at both Tier 1 and Tier 2, providing more supports specifically designed to support learners with additional learning and behavior needs.
- As our percentage of students who are absent less than 10 percent increases each year, we are confident that our assurance measures will support increased learning and growth for our students.

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

- Our school's literacy scores are solid, yet more work is still required as we understand that, out of all areas across the curriculum, strong student literacy levels have the most positive impact in all curricular areas.
- Our school's numeracy scores require further attention and focus moving forward; as the math curriculum has changed, we are shifting our lessons, assessment strategies, and pedagogical approaches to better meet student needs.

OurSCHOOL Results

| Measures | Student 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. | 79% |
| The percentage of students who value school outcomes and have positive homework and studying behaviors. | 91% |
| The average score for relevance, rigor and effective learning time. | 7.7 out of 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. | 85% |
| The average score for positive teacher-student relationships, positive learning climate, and expectations for success. | 7.7 out of 10 |
| The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task. | 74% |

What does our data indicate is going well?

- Across all areas, our student scores are relatively similar to the Canadian average score in each domain across all 18 measures in the OurSCHOOL assessment tool.
- Our students’ scores indicate a strong understanding of the value of school and their role in trying hard to succeed as learners.

What does our data tell us could be improved on?

- While this is our first year using the OurSCHOOL assessment tool, we see that students would benefit from increased support in controlling their emotions and behaviours, as well as in maintaining focus on a task.
- Our instructional designs could be improved to ensure multiple entry points for learning tasks and activities, seeking to ensure a balance between students’ skills and the levels of challenge to best support students’ varied skills and confidence levels.



Alberta Education Assurance Measure Results

| Assurance Domain | Measure | Nose Creek 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 | 83.8 | 82.2 | 82.8 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 80.6 | 76.9 | 79.5 | 79.4 | 80.3 | 80.9 | High | Maintained | Good |
| | 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 | n/a | n/a | n/a | 66.2 | 66.2 | n/a | n/a | n/a |
| | PAT6: 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 | 92.1 | 90.3 | 91.6 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 86.4 | 83.6 | 85.3 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 81.0 | 76.5 | 78.8 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 70.7 | 74.8 | 71.2 | 79.5 | 79.1 | 78.9 | Very Low | Maintained | Concern |

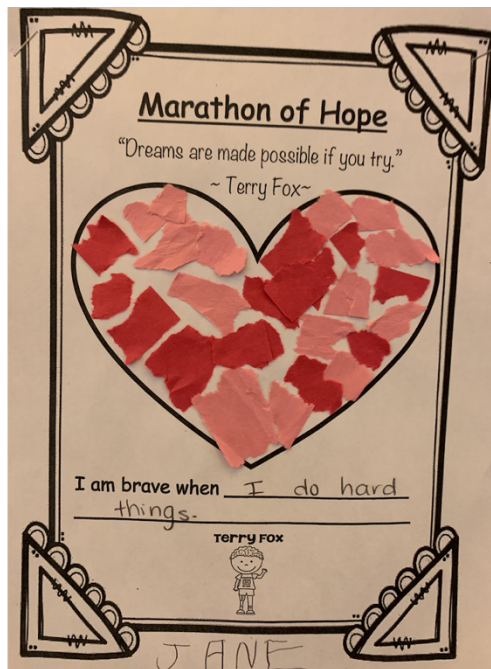
What does our data indicate is going well?

- NCES parents, students, and teachers agree (80.6%) that our students model the characteristics of active citizenship, relative to a provincial average of 79.4%.
- Overall, our parents, students, and teachers (92.1%) indicate a very strong level of satisfaction with the overall quality of education at Nose Creek Elementary School.

What does our data tell us could be improved on?

- Parental involvement shows as an area for growth; in digging into this data, NCES could work to increase the number of parent respondents for this key survey, as well as to provide increased opportunities for parent engagement and feedback during school-wide events and activities.

Please note that 20 parents completed the survey in the spring of 2024.



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 ensure that at least 85% of NCES students are reading at or above grade level within the next 3 years?

School Goal: By June 2025, at least 80% of students will be working at/above grade level expectations in our May 2025 Words Their Way (spelling/orthographic) diagnostic assessment tool.

Data that informed this goal:

- Grade 1 to 4 Words Their Way May 2024 results (**69% of students at/above**)
- Grade 1 and Grade 2 LeNS Spring 2024 results (**90% of students at/above**)
- Grade 1, Grade 2 and Grade 3 CC3 Spring 2024 results (**95% of students at/above**)
- Alberta Education Sight Word List Reading May 2024 results (**80% of students at/above**)
- Alberta Education Sight Word List Spelling May 2024 results (**40% of students at/above**)

Connection to the practice guide(s):

RVS Inclusive Education Practice Guide:

- Page 4 – sustained multi-tiered systems of teaching and learning, supports and services to meet the diverse needs of all students and continuously and consistently use multiple triangulated data sources to guide and inform decisions, practice, and pedagogy.

RVS Instruction and Assessment Practice Guide:

- Page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners.

RVS Professional Learning Practice Guide:

- Pages 9 and 10 - principles of professional learning model.

Strategies:

- All classes in kindergarten and grade 1 will engage in phonemic awareness instruction using a consistent high quality, research based, and evidence informed resource (Heggerty)
- All classes in kindergarten, grade 1, and grade 2 will engage in phonics programming with a direct, explicit, specific, and systematic scope and sequences using a consistent, high quality, research based, and evidence informed resource (UFLI Foundations)
- All classes in grades 1 through 4 will use Words Their Way programming to foster strong orthographic skills to support decoding, encoding, and vocabulary skill and knowledge building

- All classes in kindergarten through grade 4 will work on increasing their fluency and accuracy reading and spelling high frequency and sight words

Measures:

- Words Their Way Spelling Inventory results throughout 2024/2025 (Fall/Winter/Spring)

Parents can:

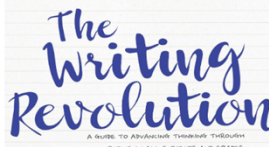
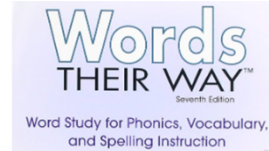
- Play word games with their children, such as making silly rhymes, brainstorming different words that start with A, B, C, D, etc. letters and/or sounds in a round-robin or game style, Banagrams, Scrabble Junior, practice spelling sight words, or other playful literacy activities - having fun is the first priority (as learning will soon follow fun literacy engagement).
- Support at home by participating in shared reading activities, such as listening to reading together, reading to their children, reading with their children, and talking about what they have read together, asking questions and making connections to the text/story. Parents can track the words on a page by moving their finger underneath each word as it is read to increase student's exposure to hearing and seeing word as they are read.

| Check-Ins | Progress and Analysis | Adjustments to Plan |
|------------|---|--|
| December 6 | <p>Words Their Way Fall Scores:</p> <ul style="list-style-type: none"> • Grade 1 – 68% at/above • Grade 2 – 61% at/above • Grade 3 – 78% at/above • Grade 4 – 50% at/above • Overall – 64% at/above | <p>As we work on implementing the Words Their Way program in each classroom with consistency and precision, we hope to see corresponding improvements in sight word reading and spelling, and use of phonology, morphology, and orthography in students' written tasks, such as journals, narrative writing, and expository writing.</p> <p>By April, we will include our assessment results of both the Words Their Way spelling inventories and the Words Their Way Qualitative Spelling Assessment.</p> |
| April 4 | • | • |

Digging Deeper – How Might We #1 Progress Update

HMW #1: 85%+ of students at/above in LeNS/CC3 within 3 years

- **LeNS June 2024 Scores**
 - Grade 1 – 87% at/above (2023 – 82%)
 - Grade 2 – 93% at/above (2023 – 70%)
 - **ALL – 90% at/above – GOAL ACHIEVED/SURPASSED!!**
- **CC3 June 2024 Scores**
 - Grade 1 – 94% at/above
 - Grade 2 – 98% at/above (2023 – 86%)
 - Grade 3 – 94% at/above (2023 – 79%)
 - **ALL – 95% at/above – GOAL ACHIEVED/SURPASSED!!**
- **WTW June 2024 Scores**
 - Grade 1 – 74% at/above
 - Grade 2 – 86% at/above
 - Grade 3 – 54% at/above
 - Grade 4 – 62% at/above
 - **ALL – 69% at/above – LEADING INDICATOR for higher order literacy work...**





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).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How might we increase our myBlueprint use, including all students across all grades, to showcase student learning within the next 3 years?

School Goal: By June 2025, all students will have used this tool to showcase their reflection and growth on at least 3 of the Alberta Education Competencies during the 2024/2025 school year.

Data that informed this goal:

- Rapidly increased school-wide use of myBlueprint during the 2023/2024 school year
- Scores from our provincial accountability survey regarding the percentage of parents who believe that students are taught attitudes and behaviors that will make them successful at work when they finish school and parents’ satisfaction level for students demonstrating the knowledge, skills, and attitudes necessary for lifelong learning

Connection to the practice guide(s):

RVS Inclusive Education Practice Guide:

- Page 14 – Pillars of UDL this encapsulates 1. Multiple Means of Representation – Provide all learners with multiple ways to acquire information and to learn. 2. Multiple Means of Expression – Balanced assessment (ongoing observations, conversations, and products) provides all learners with multiple ways to demonstrate understanding and learning.

RVS Instruction and Assessment Practice Guide:

- Page 9 – Kindergarten to Grade 12 students use myBlueprint, an online portfolio, to make their learning visible and reflect on their learning process/progress.

RVS Professional Learning Practice Guide:

- Pages 9 and 10 - principles of professional learning model.

RVS Real-Time Reporting (RTR) Guide (K-9):

- Pages 6 - Portfolios have an increased presence with the rollout of RTR as they provide an ongoing record of student learning. The portfolio process includes selecting, organizing, and reflecting on artifacts. All RTR schools will use myBlueprint as their portfolio platform.

Strategies:

- Our school’s Technology Team will coordinate a yearlong plan to share with all classroom teachers at by our November 2024 staff meeting, with ongoing check ins/progress updates at our monthly staff meetings

- We will use our current school Learning Buddies model to allow older classes to support their younger buddy classes to help access and navigate in the myBlueprint platform to help all students to showcase their competency reflection, growth, and development
- On school professional learning days, the school Technology Team will share supports and provide embedded grade team planning time to promote ongoing and meaningful myBlueprint competency use and engagement by all classes
- During our March 2025 Three Way Conferences/Celebration of Learning, all classes will have one station devoted to myBlueprint for students to share with their parents/guardians about students' growth and reflections around their progress in the Alberta Education Competencies

Measures:


- Review of Alberta Education Competency reflections and growth in myBlueprint by NCES Technology Team, school principal team, and learning support team
- Principal team and learning support team observation/conversations at March 2025 Three Way Conferences

Parents can:


- Access their child's myBlueprint account with their child/ren to explore student evidence of learning, discuss their children's growth in their learning competencies, and celebrate their child's learning together.
- Attend our March 2025 Three Way Conferences/Celebration of Learning and participate in our myBlueprint stations at this school-wide event.

| Check-Ins | Progress and Analysis | Adjustments to Plan |
|--------------------------|---|---|
| <p>December 6</p> | <p>We have aligned as a staff to ensure that students who begin at NCES in Kindergarten can develop, showcase, and receive feedback on each of the competencies by the time they transition in grade 6.</p> <p>Our NCES Communication of Student Learning (COSL) Leadership Team has set out a plan for the year to support teachers with accomplishing this goal; this includes offering "Train the Parent" sessions for parent volunteers to support in classrooms and updating each term</p> | <p>Create PL opportunities for staff including coaching support in class to accomplish the goal</p> <p>Instructional coach will offer in class support for students, specifically younger students</p> <p>Utilize older grade "buddies" as experts to teach younger students how to create in myBlueprint</p> |
| <p>April 4</p> | | |

ALBERTA EDUCATION COMPETENCIES




myBlueprint



Welcome

Sign up to access myBlueprint and start planning your future today.



COMPETENCIES

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working.

- CRITICAL THINKING
- PROBLEM SOLVING
- MANAGING INFORMATION
- CREATIVITY AND INNOVATION
- COMMUNICATION
- COLLABORATION
- CULTURAL AND GLOBAL CITIZENSHIP
- PERSONAL GROWTH AND WELL-BEING

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 ensure that over 90% of teachers, parents, and students collectively agree that Nose Creek Elementary School’s learning environments are welcoming, caring, respectful and safe within the next 3 years?

| |
|---|
| <p>School Goal: By June 2025, we will reduce our recess office referrals (student referrals to the office for not being safe, kind, and respectful at recess) by 10% compared to last year.</p> |
| <p>Data that informed this goal:</p> <ul style="list-style-type: none"> • In the 2023/2024 school year, 170 out of 299 (57%) of our office referrals occurred during students’ outdoor recess times. |
| <p>Connection to the practice guide(s):</p> <p><u>RVS Inclusive Education Practice Guide:</u></p> <ul style="list-style-type: none"> • Page 12 - Multi-Tiered System of Supports (MTSS) - A MTSS is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem- solving and decision making is practiced across the universal, targeted, and intensive tiers for supporting all students. • Page 13 – Positive Behavioral 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><u>RVS Instruction and Assessment Practice Guide:</u></p> <ul style="list-style-type: none"> • Page 10 – teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners. <p><u>RVS Professional Learning Practice Guide:</u></p> <ul style="list-style-type: none"> • Pages 9 and 10 - principles of professional learning model. |
| <p>Strategies:</p> <ul style="list-style-type: none"> • Collaborative creation of an NCES PBIS Outdoor Matrix (to be displayed outside) and accompanying lessons that will be taught to students on how to stay safe, respectful, and kind at NCES during outdoor learning and play times • School-wide PBIS team, representative with teachers/staff in all grades and roles, meeting at least 10 times (averaging once per month) throughout the 2024/2025 school year |

- PBIS professional learning opportunities, including embedded planning time with PBIS and grade teams throughout the school year, to increase our staff consistency and confidence
- School-wide PBIS assemblies and campaigns and school-wide student leadership opportunities for grade 1 to grade 4 students

Measures:

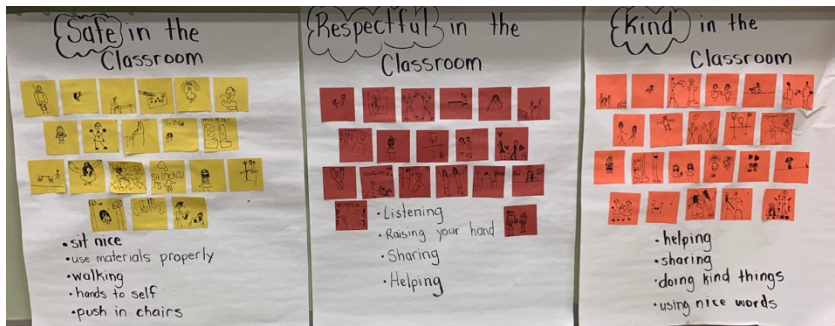
- Tracking of number of office referrals in for quantity and repeat concerns in PBIS Office Referral Tracker for recess times, as well as overall, throughout all locations in the school
- PBIS Tier 1 Tiered Fidelity Inventory (TFI) by RVS PBIS Specialist in May/June 2025
- PBIS Tier 2 Tiered Fidelity Inventory (TFI) by RVS PBIS Specialist in May/June 2025

Parents can:

- Support students with our three school expectations - Be Safe, Be Respectful, Be Kind - when discussing strategies and expectations for social interactions at school; should their child have tricky moments at recess, ask them about the school expectations NCES uses for this area of our school.
- Work in partnership with the school to ensure their child feels supported in safety, respect, and kindness, collaborating with the school as needed/desired.

| Check-Ins | Progress and Analysis | Adjustments to Plan |
|--------------------------|---|---|
| <p>December 6</p> | <p>We are doing well with our progress towards this SEP goal, based on the following data points:</p> <ul style="list-style-type: none"> • out of the 58 office referrals we've had thus far this year 31 have been for recess (53%) • last year, we had 299 office referrals, with 170 from recess (58%) • this year we are averaging 10 outdoor recess office referrals per month thus far this year compared with an average of 17 outdoor recess office referrals per month last school year • last year, we had our CDA outside every single recess (4 time per day) to manage all soccer; this year, we have moved away from that support, which is positive • thus far this year, we've decreased our average amount of office referral per month from 29 to 19, down 33% <p>NCES has included a PBIS Update in our monthly school council meetings, which has been a great way to involve parents and has received great feedback.</p> <p>Our PBIS team has created 3 more matrices, as follows:</p> | <p>We will continue to teach our PBIS Outdoor Matrix expectations lessons with all students.</p> <p>As our weather changes, we are noticing different safety, respect, and kindness challenges that would benefit from specific lessons dependent on the weather/seasons. For example, during snowy weather or very cold weather, there are different safety concerns to consider.</p> <p>As such, we will continue to evolve our PBIS Outdoor Recess Matrix specific expectation wording and visual cues to reflect the various safety, respect, and kindness expectations across the seasons and weather throughout the entire school year.</p> |

| | | |
|-----------------------|--|----------|
| | <ul style="list-style-type: none"> • PBIS Outdoor Recess Matrix – this matrix supports students during learning and recess times outside on our school campus, supporting this goal directly; staff also collaboratively developed specific lesson plans for all expectations within this PBIS matrix • PBIS Meeting Matrix – this matrix supports student meetings/groups, meetings involving both students and staff/parents, and meetings for just adults (staff only and/or staff with parents and/or community partners) • PBIS Drop Off/Pick Up Matrix – through staff, AMA Patrols, parent, and student observations, safety and respect concerns were shared with our school staff and school council representatives; as such, we have made a matrix for drop off and pick up times <p>Lastly, our school-wide efforts in maintaining our school’s Be Safe, Be Respectful, Be Kind expectations have been outstanding. Students earn colour coded pom poms from staff when they are observed making safe, respectful and kind choices. Our students have filled our school PBIS pom pom jar 3 times already, earning the following school rewards:</p> <ul style="list-style-type: none"> • Disney Day – Friday October 4th • PJ & Stuffy Day – Friday October 25th • Twin Day – Friday November 29th | |
| <p>April 4</p> | <p>•</p> | <p>•</p> |



Being Safe, Respectful, and Kind OUTSIDE!

Please help our school create clear expectations for students and staff to follow when we are outside. We will use these amazing ideas to help our school plan how to stay safe, respectful, and kind when we are outside learning and playing.

School Council Review

Presentation of School Education Plan: November 5, 2024

School Council Comments:

Our Nose Creek Elementary School Council appreciates:

- Our ongoing school communications, student engagement, and student leadership opportunities
- Our school's PBIS expectations, "Be Safe, Be Respectful, Be Kind," and wishes to have increased involvement in supporting our work in this key aspect of our school
- The growth and progress in student learning levels

Our Nose Creek Elementary School Council seeks to support:

- Our school technology services and equipment
- Our Real-Time Reporting and RVS Application accessibility, training, and ease for our NCES families

Signatures indicate agreement with the plan

| School Council Chair Signature: | Date: |
|---------------------------------|-----------|
| <i>Freanna Kaglan</i> | Oct 8, 24 |

Our School Council Chairperson's signature is provided on behalf of the parents and community of Nose Creek Elementary School.

| School Principal and Assistant Principal Signatures: | Date: |
|--|-----------------|
| <i>Suzanne Martin Andrew Boyle</i> | October 9, 2024 |

Our school principals' signatures are provided on behalf of students, support staff, and teachers at Nose Creek Elementary School.

