



Charlotte Small Elementary School-4103  
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Charlotte Small 2022-25 Three Year Education Plan

**“Where Every Child Can Dream, Believe and Achieve”**

**Our Mission is to Enhance children’s learning and personal growth in a safe, positive and engaging environment**

**Values: Kindness, honesty, work ethic, well-being, sportsmanship and citizenship**

## School Profile

Charlotte Small Elementary School, previously known as Condor School, is located in the community of Condor. The newly constructed school was completed in 2022 and is an open-concept school with facilities to offer exemplary learning opportunities to students in grades kindergarten through to grade 6. All students have access to a balanced program with a focus on academics, athletics, wellness and social-emotional learning. There is focus on building basic literacy and numeracy skills in order to provide a foundation for a positive future.

Our supportive learning community works together to ensure every student learns in a safe and caring environment.

**Inquiry Question :** How can explicit and targeted instruction be incorporated through the lens of a new curriculum? (emphasis on evidence-based teaching practices)

**Background Information and Rationale:**

Last year, our staff committed to continual growth in implementing best practices in teaching and learning using a research-based approach. Due to the pandemic, this work will be on-going and this year the focus is to continue that learning while also implementing (ECS-grade 3) and soon to be implementing (grades 4 to 6) a new curriculum. In alignment with Wild Rose School Division's commitment to creating Powerful Learning environments, purposeful instruction along with a related goal is to support staff in building a foundational understanding of First nations, Metis and Inuit ways of knowing.

- Collaboration with colleagues in sharing best practices can result in improvements in overall staff efficacy.
- There is a learning gap due to the pandemic; literacy and numeracy intervention at the early grades results was beneficial according to qualitative and quantitative data. (Teacher assessment and standardized math and literacy assessments)
- Focus research questions:
  - What are the most significant changes in the new (and draft in grades 4 to 6) curriculum? What are the prerequisite outcomes necessary before students move onto more difficult concepts in language and math?
  - How can data be used to identify students requiring intervention during each unit of learning?
  - How can we work together to find creative ways to support targeted students?
  - Which pedagogical approaches work best for targeted instruction?
  - How can differentiated instruction and assessment be integrated into daily planning?

- How is First Nations, Metis and Inuit learning incorporated consistently into teacher planning?
- How will the wellness outcomes be implemented and who will implement them?

### **Strategies**

- Provide time for teachers to have time to collaborate with others while making key decisions about implementing new curriculum.
- Teachers will use professional collaboration to share best practices and attempt co-teaching as appropriate to support targeted students.
- Provide intervention time in the school timetable for targeted instruction.
- Inform parents about changes to curriculum using a variety of formats
- Increase reading volunteer opportunities
- School staff will collaborate with elders to further foundational First Nation, Metis, and Inuit culture and history.
- Increase staff awareness of First Nation, Metis, and Inuit culture and history.

### **Measures:**

- Improved F and P and MIPI results
- Quality teacher collaboration during curriculum integration
- Quality of discussions among staff during meetings
- Increased amount of small group instruction in classrooms targeted at learning levels
- Provincial Achievement test results for grade 6 students
- Increased cultural awareness and understanding

### **Implementation:**

- Flexible unit and year plan expectations
- Incorporate timetabling that supports targeted intervention at all grade levels
- Provide opportunities for teachers to form networks with other colleagues to share best practices.
- Access Division Supports and resources for curriculum implementation
- Allocate resources that align with goals of targeted instruction and First Nations, Metis and Inuit understandings.
- Collaboration with professionals from other schools for curriculum planning and delivery
- Communicate early in the year with parents regarding academic concerns

- Ensure students with Individualized Programs have access to multiple means of learning and build partnerships between teachers and parents to achieve goals.

**Professional Learning Plan:**

Professional Learning Plan at a Glance



| Date                              | Plan  | CAAMSE Staff Attendance                 |
|-----------------------------------|---|---|
| August 25                         | Start Up Administrator Meeting  |   |
| August 29                         | These 3 days will be school set schedules to best fit their needs in the areas of: <ul style="list-style-type: none"> <li>• Teacher Growth Plan Time</li> <li>• Collaborative Response</li> <li>• School Based Professional Learning</li> <li>• Organizational Tasks and Meetings</li> <li>• PublicSchool Works</li> <li>• K-6 New Curriculum (School Based-Jen &amp; Kim available to support as needed)</li> <li>• Complex Needs Transitions</li> <li>• (Land-based learning) Planning</li> </ul> | ASI, AS II & SBC                        |
| August 30                         |   | AS I, AS II & SBC                       |
| August 31                         |   | All CAAMSE                              |
| September 23 (North) / 26 (South) | School Based Day: early identification of students requiring targeted intervention, best practices in targeted intervention (research-based), Teacher Growth Plan Time<br>*Social-emotional externalizing vs. internalizing   | EA, FWW, FWVA, SLPA, LCF, LT & SDLF     |
| October 21                        |   | EA, FWW, FWVA, SLPA, LCF, LT & SDLF     |
| November 10                       | School Based Day -Public Works Modules  | All staff                               |
| November 25 (South) / 28 (North)  | School Based Day - First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Teacher collaboration on integrating learning into school (land-based learning)  | EA, FWVA, SLPA, LCF, LT & SDLF (No FWW) |
| January 30                        | School Based Day-Wellness<br>Mindfulness in Education   | All CAAMSE                              |
| February 17 (North)               | Targeted intervention research and reflection   |   |

|                                 |  |   |
|---------------------------------|--|---|
| / 22 (South)                    | Division-led for teachers 4-6 Curriculum Old - New Bridging (Math focus) and ELAL planning in grade level groups<br>K-3 Science/Fine Arts (introduction at school level - chart, video?)   |   |
| February 23 & 24                | <a href="#">South Teachers' Convention (ATA)</a>   |   |
| March 10                        | School Based Day-Technology/First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Teacher collaboration on integrating learning into school (land-based learning)            | All CAAMSE Staff - Support Staff Conference |
| April 28                        | School Based Day-Collaborative Response Planning<br>Possible K-3 Science/Fine Arts Curriculum Implementation<br>Growth mindset for students and staff  | EA, FWW, FWFA, SLPA, LCF, LT & SDLF         |
| May 19                          | School Based Day-Collaborative Response Planning<br>Division-led Grade 4-6 teachers ELA/Math Curriculum Implementation   |   |
| May 29 (South) / June 2 (North) | School Based Day - Transition Focus<br>First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. Teacher collaboration on integrating learning into school (land-based learning) | EA, FWW, FWFA, SLPA, LCF, LT & SDLF         |
| June 26 <b>K-9 Only</b>         | School Based Day-Teacher Transition Meetings   | <b>FWW</b> , AS I, AS II & SBC              |
| June 27 <b>K-9 Only</b>         | School Based Day-Curriculum Reflection and Planning  | AS I, AS II & SBC                           |
| June 28                         | Organizational Day   | AS I, AS II & SBC                           |

*\*\*Teacher Growth Plan time will be given during school-based PL times instead of full days, throughout the year.*

I wish to thank staff and Condor School Council for their contributions in completing this education plan at various steps along its development with final approval from the School council on May 12 and staff on June 3.

