



Prairie Waters Elementary

# School Education Plan 2023/24



September/October 2023

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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

Greetings Prairie Waters families.

As a Primary Years Programme, International Baccalaureate (IB) school in the 10<sup>th</sup> accredited year, the depth of understanding of how students learn best. The mission of IB “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. This is in direct alignment with Rocky View School’s 2023 – 2027 Education Plan. At Prairie Waters, we believe in creating inclusive, creative, and healthy learning opportunities for all students. Further, both IB and Rocky View Schools (RVS) believe in Building Future Ready Students by Increasing Literacy and Numeracy Skills. To that end, everything we do at Prairie Waters is aimed at bettering our student learning experiences and fostering the leaders of tomorrow. There is a focus on hands-on, real life learning experiences in everything we do.

As a school committed to evidence-based practice, we use a structured reading approach as an important part of the literacy journey. We want students to pick literature that they want to read and enjoy instead of focusing on their reading level. Students are encouraged to pick literature that has a variety of text and decodable texts as well as offering the broadening of their knowledge by exploring the world around them. Our numeracy program is related to real-world programs and learning with manipulatives to help solve problems and make decisions in a variety of situations and scenarios.

This year, we will be embarking on our IB accreditation process. This is a two-year process that culminates in a visit from the IB site evaluators to assess the programme at Prairie Waters Elementary. It is an extensive process and we’re looking forward to welcoming our evaluators in November.

We have been honoured to build a relationship with Bruce Starlight from BROWN BEAR WOMAN EVENT, who is supporting us with developing our learning journey in Indigenous History and Culture. Along with this partnership, we have been working with Dr. Josh Hill from Mount Royal University (MRU) and their fourth-year students in building our understanding of indigenous ways of knowing. We continue to look for opportunities to include our community and partners in building understanding of our diverse community.

Prairie Waters will be continuing our implementation of Positive Behaviour Interventions and Supports (PBIS). PBIS is a Rocky View mandate for all schools aimed at developing effective problem solving in all situations, and environments focusing on expected behaviour followed by reflection and recognition of expected outcomes. Be Ready! Be Responsible! Be Respectful!

As we move through this exciting year, student-centered learning continues to be our focus. To that end, we encourage you as parents to become involved as volunteers and experts in our educational adventure.

Your proud admin team, Michelle and Norman

## School Profile

<p><b>Principal:</b> Michelle Doz</p> <p><b>Assistant Principal(s):</b> Norman Ellis</p> <p><b>Website:</b> <a href="https://www.rockyview.ab.ca">Welcome and Bienvenue to Prairie Waters! — Prairie Waters Elementary School (rockyview.ab.ca)</a></p>	<p><b>Mission:</b> At Prairie Waters, we facilitate every learner’s unique pursuit of understanding through engaging, purposeful, collaborative experiences which empower each person to positively impact our diverse, ever-changing world.</p> <p><b>Vision:</b> A place we love to learn together.</p> <p><b>Purpose:</b> The Primary Years Program (PYP) believes that learning is an endless journey and focuses on making students life- long learners. Students are engaged in meaningful units of inquiry to develop thinking, research, communication, social and self- management skills to grow as independent learners.</p>
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**Total Number of Students:** 620

**Grades Served:** Kindergarten, Grade 1 thru Grade 6

**Total Number of:**

- Classroom Teachers: 32
- Learning Support Teacher(s): 2
- Learning Assistant(s): 9
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 1

### School Diversity Profile

As with all Rocky View Schools, Prairie Waters Elementary reflects a rich and diverse learning community.

Notably, 4.25 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 30 per cent of our school population, although there is a large number of students that are not identified that English is not the spoken language in the home. The most common first languages for these students are Punjabi, Urdu, Tagalog, and Vietnamese.

As an inclusive school, we welcome 1 per cent of our students who have significant learning needs.

Additionally, our school is an International Baccalaureate Primary Years Program School (IB,PYP). Our grade level teams develop transdisciplinary learning addressing 6 themes in a coordinated program of inquiry (scope and sequence):

1. Who we are?

2. Where we are in place and time?
3. How we express ourselves?
4. How the world works?
5. How we organize ourselves?
6. Sharing the planet.

Our teachers also provide opportunities for students to explore through various school day clubs ranging from leadership to board/card games.

Prairie Waters provides extracurricular opportunities for student playing volleyball and basketball. Our Grade 6 students are waitlisted for skiing and there are other opportunities throughout the school year that can enhance the students' exposure to new activities.

Prairie Waters works closely with local indigenous elders and leaders recognizing National Truth and Reconciliation and Orange Shirt Day and take every opportunity to learn of their ways of knowing. We provide outdoor learning for students, and most recently working with Dr. Josh Hill from Mount Royal University had Bruce Starlight and his nephew Broken Knife assist with a Tipi raising and share stories of the significance of the Tipi raising to their people.

## Student Feedback from Spring 2023

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

- Students feel that they have opportunities to be creative and make choices in meaningful learning experiences and the opportunities for clubs, sports, and leadership.
- Our students feel that they are supported and given opportunities to be successful.
- Students feel that people of all cultures, identities, and backgrounds are accepted and valued.
- Students feel that the music program helps them to express themselves.

### What do students think could be worked on or improved?

- Students want more ownership in their learning.
- Students want experiences that develop their ability to face obstacles and challenges effectively and appropriately.



## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- Parents are happy that they can be in the school and witness learning and be part of it.
- Student learning activities provide application of the foundational skills in real world problems.

### What do parents think could be worked on or improved?

- Communications and information be provided in first language. Due to large EALL population there is difficulty sharing.
- Surveys use a lot of 'edu speak' that they are unfamiliar with.
- Streamline school communication.

## RVS Four-Year Plan Survey Results

### **What does the survey indicate is going well?**

- Parents and teaching staff feel students are given opportunities to creative in their learning.
- Parents and teaching staff feel the learning experiences provided the students are meaningful.
- Support and help for students when they need it is available to provide opportunities for their learning success in academic and social emotional needs.
- Learning activities develop students' ability to face obstacles and challenges with more resilience and flexibility.
- PWE values diversity in its school population and provides opportunity to explore global diversity and world views.

### **What does the survey indicate could be worked on or improved?**

- While teaching staff feel students feel successful and have the support to be successful, parents do not share this perception to the same degree.
- Parents would like to see their children have more choices in their learning.
- Students' ability to express themselves through their writing, improve their reading, and use numeracy to solve real world problems has room to improve.
- Students' need skills to view and critically analyze multiple perspectives.
- Students' need a better understanding of the impact of social media, their participation, and how to be safe.

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	40%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	262/454 58%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	57%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	86.85%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	66.44

What does this data tell us is going well?

- Families of PWE value education and ensure their children attend regularly.
- PWE’s PBIS implementation is moving forward.
- Students reading ability is in line with our number of EALL students, but the interventions and programs we have in place are making positive impacts on student literacy.
- IPP Goal are meeting the students’ needs while being achievable.

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

- Our students’ numeracy scores are low. Interventions and application of math skills across all grade levels is needed.

# Alberta Education Assurance Measure Results

## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1042 Prairie Waters Elementary School

Assurance Domain	Measure	Prairie Waters Elem. Sch.			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	87.9	78.7	78.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	82.5	79.8	80.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	71.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	7.9	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	90.8	91.4	91.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	87.2	87.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	72.8	76.1	76.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.6	74.2	76.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

### What does our data indicate is going well?

- Year over year student engagement is improving.
- Student citizenship is trending up.
- The quality of education is improving.
- The school provides a strong welcoming, caring, respectful and safe learning environment.

### What does our data tell us could be improved on?

- It is felt that access to supports and services need to be improved.
- It is felt that parent involvement needs to be improved. Our intention is to utilize them in school events and activities more often, with an emphasis on School Council participation.

# 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:

<p><b>School Goal 1:</b> How might we design learning that increases engagement and supports success for all learners and their teachers?</p>
<p><b>Data that informed this goal:</b> Staff/parents/students                  The International Baccalaureate Organization                  Sharon Cronin (Director of Instructional Leadership)                  Garry Bell (RVS Area Director)                  Sherri Black (Director of Learning Support) and her team                  Nancy Lake (technology)</p>
<p><b>Connection to the practice guide(s):</b> Instruction and Assessment Guide – Who are the learners, Designing Learning, Indigenous ways of knowing.                  Inclusion Practice Guide – meeting all students where they are at.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Complete Classroom Diversity Profiles to be used for unit planning and classroom PBIS needs determination.</li> <li>• Differentiated Lit/Num groups based on the skill of the moment.</li> <li>• Curriculum implementations through the IB Primary Years Programme (PYP) thematic units transdisciplinary format.</li> <li>• Collaborative teaching teams to develop units of inquiry.</li> <li>• Student led activities, hands-on learning, reflections on learning, peer assessments, student agency.</li> <li>• Scaffolding of skills required for exhibition through the grade levels.</li> <li>• Utilize community professionals to share, collaborate with community stakeholders, etc.</li> <li>• Indigenous ways of knowing.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Evidence of strong teaching practices across all grades that are informed by inquiry, conceptual understandings, local, and global contexts, effective teamwork and collaboration, inclusion and differentiation to meet the needs of all learners where they are at, based on formative, summative and anecdotal data.</li> <li>• Improve engagement and relevance of learning through student agency offering voice, choice, and ownership in learning resulting in student-initiated action that is authentic, meaningful, and mindful and supported in the learning community. (ex. Grade 6 Exhibition) Action will be measured through participation, advocacy, social justice, social entrepreneurship, and lifestyle</li> </ul>

- choices.
- Teachers will engage in PYP training opportunities that will support the PYP planning and implementation of transdisciplinary curricular outcomes using inquiry-based learning.
- All learning engagements and assessments will have multiple access points for students to appropriately demonstrate their learning.
- Utilization of data from the Letter-Name-Sound (LeNS) assessment in grade 1 and 2 to guide instruction and interventions.
- Utilization of data from the Castles and Coltheart 3 (CC3) assessment in grade 2 and 3 to guide instruction and interventions.
- Utilization of Alberta Numeracy assessment in grade 1 and 2 to guide instruction and interventions.
- Utilization of the Math Intervention/Programming Instrument (MIPI) in grades 4 thru 6 to guide instruction and interventions.
- Utilization of the Benchmark Assessment System (BAS) for grades 3 thru 6 to guide instruction and interventions.

**Parents can:**

- Home reading program.
- School/Classroom volunteers.
- Attend performances and Exhibition to support student learning.
- Participate in Parent/Teacher/Student Interviews.
- Participate and provide feedback on SSP’s and RTR.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>As a school the classroom diversity profiles are being used in planning and as a tool for subs to refer to providing individual essential supports.</li> <li>Parents would like a seamless connection between PowerSchool and MyBluePrint.</li> <li>Current assessment data used to develop intervention plans across all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>During PTI’s have a support table to assist Parents with access and navigating PowerSchool and Dossier.</li> <li>Restart Lunchbox talks, awakening passions, art galleries to build more parent “buy-in”.</li> <li>Develop and publish an instructional video to use PowerSchool and MyBluePrint</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>The addition of a Literacy/Numeracy 0.5 FTE Intervention teacher has shown positive progress in Grades 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Adjust literacy and numeracy interventions so that there is less overlap and more work within the classroom when possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers are using assessment data more effectively to create targeted interventions.</li> <li>• Kindergarten hosted the return of Lunchbox Chats which was well attended by parents, community members, and our Trustee.</li> <li>• PBIS recognition and multi-tiered reinforcements is creating a calmer more positive learning environment.</li> <li>• Breakfast program was saved by the school community allowing access to ALL students and ensuring their basic needs are met and they are ready to learn in the morning.</li> <li>• Increase in parent volunteerism has more parents in the school making the school community more whole.</li> <li>• Gr. 1 Fashion Show and Valentines Dance brought parents and students into the school.</li> <li>• PowerSchool and MyBlueprint instructional videos have not been completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Parent at-home literacy/numeracy supports.</li> <li>• Explore building Parent “buy-in” for PowerSchool to build and strengthen home/school engagement in academics.</li> <li>• Support peer2peer learning by implementing more small/random groupings creating higher level of differentiation, collaboration, and inclusion.</li> </ul>
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## 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:

<p><b>School Goal 1:</b> How might we collectively build expertise and best practices to improve students’ social emotional learning, mental health, and well-being.</p>
<p><b>Data that informed this goal:</b> Student engagement, RVS Ed Survey</p>
<p><b>Connection to the practice guide(s):</b> Instruction and Assessment Guide, Inclusion Guide, Professional Learning Practice Guide</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Direct and explicit teaching of strategies. “Social Thinking” for our younger students, “WIPS” for the older students. “Mind UP” for specific classes interested in this program. Positive Behaviour Intervention Systems (PBIS) – Expected and unexpected behaviours. Common use of vocabulary and matrices for responsible, accountable and safe use of different school environments.</li> <li>• School-wide development of wellness goal. Wellness committee to be developed by staff.</li> <li>• Daily mindfulness practices and instruction. Mindful Mondays.</li> <li>• Therapy dogs – Reading Tails is a program that provides those struggling and anxious readers the opportunity to read to a dog.</li> <li>• Professional Learning to build capacity within the building about PYP and the schools mission.</li> <li>• Building Mental Wellness in Gr. 1 and 2</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Visible use of strategies by staff and students.</li> <li>• Independent use of strategies by students</li> <li>• Observed increased engagement of students and self-advocating for support</li> </ul>
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Be connected to the school and classroom by reading communications sent by staff and from the office.</li> </ul>



<ul style="list-style-type: none"> <li>Volunteer in the school in a variety of capacities.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>Students are starting to respond positively to expected/unexpected messaging.</li> <li>Consistent common language is making +’ve change.</li> <li>Reading Tails having +’ve affect.</li> <li>CDA providing needed guidance to K for social thinking.</li> <li>Additional matrixes being developed with students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>PBIS Reinforcements to begin in Dec. (“Caught ya being expected” Tickets, Challenge coins.)</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Sketch and Connect started in Grades 5 and 6</li> <li>The consistent common language of PBIS is building with the implementation of the Caught ya being expected ticket program.</li> <li>Listening Tails is going strong and could easily be expanded, if at all possible.</li> <li>Tailored mental wellness sessions have been created for Gr. 1 and Friendship clubs have also supported healthy relationships.</li> <li>WITS has now been completed across all Gr. 1 &amp; 2.</li> <li>GSA club available for all students.</li> <li>Mindful movement club.</li> <li>Still need a school wellness committee.</li> </ul>	<ul style="list-style-type: none"> <li>Need to form school-wide wellness goal.</li> <li>Upcoming community wellness pop-up event planned for May 1<sup>st</sup>.</li> <li>Need for more Kindergarten mental wellness sessions.</li> <li>Build greater understanding of Restorative Practices in building to develop problem solving and resolution WITH the peers.</li> <li>Ensure recognition of students that are PBIS role models and leaders more effectively.</li> </ul>

# 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:

<p><b>School Goal 1:</b> How Might We collectively build expertise and best practices to improve students’ social and emotional learning, mental health, and well-being?</p>
<p><b>Data that informed this goal:</b> Staff/Parents/Students PBIS, Restorative Practices, Mental Health</p>
<p><b>Connection to the practice guide(s):</b></p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Increased outdoor learning opportunities as part of our inquiry-based, place-based learning.</li> <li>• Increased purposeful use of the Outdoor Learning Space (OLS) providing students a natural learning environment to gain knowledge.</li> <li>• Students demonstrate a greater connections and responsibility for the land through learnings from indigenous Elders and Knowledge Keepers and social-responsibility learnings.</li> <li>• Students will demonstrate an increased readiness and engagement in learning through student agency being infused into unit planning.</li> <li>• A stronger connection to an indigenous Elder or Knowledge keeper for staff PL and in-class learning to build capacity of indigenous ways knowing.</li> <li>• PBIS             <ul style="list-style-type: none"> <li>○ Explicit social-emotional learning (SEL) and teaching throughout the school at classrooms and assemblies using a common language that is tied to the IB learner profiles guiding expected behaviours in any environment.</li> <li>○ Build capacity through PL to increase understanding and implementation of restorative practices among the school community.</li> </ul> </li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Referrals and incident tracking.</li> <li>• Utilization of OLS through booking app.</li> <li>• Classroom and staff work with indigenous Elder or Knowledge Keeper</li> </ul>

<ul style="list-style-type: none"> <li>• Success of PBIS Matrixes tied to referrals and incidents.</li> <li>• PBIS Fidelity Survey</li> <li>• Staff/Student/Parent participation in Restorative Practices.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Volunteer for field trips</li> <li>• Assist in fund raising for OLS, speakers and playground.</li> <li>• Reinforce expected behaviors.</li> <li>• Support school progressive discipline process and participate in Restorative Practices.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Admin presence in classrooms throughout the school day having a +’ve impact on behaviour.</li> <li>• Student agency being infused to a greater degree in demonstration of learning.</li> <li>• Teachers are reviewing Matixes and expected behaviours more frequently with students.</li> <li>• Consistent language throughout provides opportunity for what expected behaviour looks, feels, sounds like in different grades and spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a mascot contest to replace current.</li> <li>• PBIS reinforcements include:             <ul style="list-style-type: none"> <li>○ Instant recognition by staff</li> <li>○ “Caught ya being expected” tickets</li> <li>○ Challenge coins for PBIS Champs.</li> </ul> </li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• PBIS incentives and multi-tiered reward system has students excited. Kinders “light-up” when they get a ticket.</li> <li>• Field Trips have enhanced learning and engagement that was missing when they were not permitted.</li> <li>• Bringing in an Elder to demonstrate what a Winter Count is.</li> <li>• Clubs are having a positive impact on social skills and exploration of interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve Elders and Knowledge Keepers more in learning.</li> <li>• More opportunities for staff to learn directly from Elders and Knowledge Keepers.</li> <li>• Need for well-defined incident tracking system that all could access to create transparency when dealing with challenging behaviours.</li> <li>• Creating more Student led Leadership opportunities to celebrate their ideas and initiatives.</li> </ul>

	<ul style="list-style-type: none"><li>• Building in routines as an expected part of the day.</li><li>• Mascot project was paused until after Exhibition.</li><li>• Need to focus on separating OLS as another outside recess space.</li></ul>	<ul style="list-style-type: none"><li>• Increase school-wide emphasis on outdoor learning.</li><li>• Have Grade 3 and 4 Leadership opportunities to build capacity.</li><li>• In cooperation with School Council and Society, have started fundraising to replace aging playground.</li></ul>
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# 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 Prairie Waters Elementary School.**

**Principal signature on behalf of students and teachers of Prairie Waters Elementary School.**