



PRESCOTT LEARNING CENTRE DEVELOPMENT PLAN 2025 - 2028



Prescott Learning Centre

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KEY AREAS

PLC PRIORITIES 25 - 28



**1 STAFF WILL
EXPAND STUDENT
SUCCESS IN
LITERACY AND
NUMERACY**



**2 STUDENTS AND STAFF
WILL DEMONSTRATE
SOCIAL-EMOTIONAL
DEVELOPMENT AND
INCREASED MENTAL
WELL BEING**



**3 STUDENTS WILL
EXPERIENCE
INDIGENOUS
KNOWLEDGE
SYSTEMS IN
SCHOOLS AND
CONNECT TO LAND,
LANGUAGE, ELDERS
AND RELATIONSHIPS**



Principal's Message

In the Spring of 2022, in response to feedback from students and parents the staff at Prescott Learning Centre (PLC) endeavored to improve student outcomes in the areas of literacy, numeracy, mental health and wellness, and diversity and inclusion. Four years later, I am proud to report that much progress has been made in these respective areas. Literacy benchmarking has improved considerably and the journey to improve numeracy outcomes is well under way. While our measures pertaining to mental health and wellness, lag behind provincial results, there are clear signs of improvement according to feedback from stakeholders. Finally, in an effort to align our plans and goals with those of Parkland School Division (PSD), we have narrowed our diversity and inclusion focus to support our Indigenous learners which will invariably benefit all learners.

Outlined in the pages below are the steps and measures we as a whole school community will embark on in an effort to improve both the present and future for our students. And while there will always be detours on the journey, based on the success of the previous four years, I am confident that there are great days ahead for our students, their families, our staff, and our school community.

Cherie Lovsund, Principal
Prescott Learning Centre

School Profile

Prescott Learning Centre (PLC) is a vibrant and growing Kindergarten to Grade 9 School with over 835 students, 35 teaching staff, 16 support staff, four custodians, a

full-time registered psychologist, and three administrators, located on the eastern side of Spruce Grove, Alberta; Prescott remains one of the larger schools within the Parkland School Division (PSD). The students and staff of PLC take pride in being a student-centered, innovative, digital learning center focused on creating authentic opportunities for all learners to succeed. Imagination, creativity, innovation, critical thinking, communication, engagement, leadership, empowerment, respect, and resiliency are foundational to our school culture.

Priority Areas for 2025-2028

After three years with the same four priority areas, Prescott Learning Centre observed marked success, particularly in the areas of Literacy and Numeracy Development. While we are proud of our success, we feel there is still room for growth and improvement. Because of this, PLC, in consultation with community stakeholders and staff will align the schools focus; on numeracy and literacy with PSD's first outcome of Students and Staff Demonstrate Success'; a focus on improved social emotional development with PSD's second outcome of Students and Staff Demonstrate Well-Being, and a final focus of indigenous knowledge systems and connecting to the land, language, elders and relationships with PSD's outcome three; First Nations, Metis, and Inuit Students are Successful

2024-2025 Results Report Review

STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY

By nearly all measures, PLC continues to demonstrate a marked improvement in the areas of literacy and numeracy benchmarking and Provincial Achievement Test results. The significant improvement in the baseline literacy results in comparison with both previous school and school division results suggests that current processes continue to yield impressive results in terms of student learning outcomes.

The school's success can be attributed in a large part to three factors; the work of the school's Literacy and Numeracy Leads, the introduction of embedded common collaborative planning and meeting times for grade and subject specific teams; and the school's efforts to promote the practice of small group instruction to address the needs of diverse learners. In fact, particularly in regards to literacy, small group instruction became a pervasive pedagogical feature in our Division I and Division II Classrooms.

Despite pressures and constraints beyond the control of the school, the three aforementioned practices will remain a feature of the school for the 2025 - 2026 school year.



STUDENTS AND STAFF WILL DEMONSTRATE SOCIAL-EMOTIONAL DEVELOPMENT AND INCREASED MENTAL WELL-BEING

Much of the data obtained through Alberta Education's Annual Assurance Measures Results (AMR) survey which pertains to students in Grades Four and Seven, their respective parents and guardians, and school certificated staff suggests that there are areas of considerable growth in terms of social-emotional development and improved mental well-being. In particular, stakeholders expressed concerns with access to supports and services as well as how welcoming, caring, respectful and safe PLC is for students. The school's results on these and other related measures are considerably lower than provincial averages. Whether metrics reflect higher needs within the school community or a lack of understanding of what the school is able to provide to stakeholders, what may underlie the discrepancy between student needs and availability of services/supports is clear communication of what the school is able to offer and what is available within the great school community.

STUDENTS WILL EXPERIENCE INDIGENOUS KNOWLEDGE SYSTEMS IN SCHOOLS, AND CONNECT TO LAND, LANGUAGE, ELDERS AND RELATIONSHIPS.

Over the past three years PLC Students have experienced both rich and diverse enriching educational experiences pertaining to Indigenous knowledge systems and ways of knowing. This in part can be attributed to the introduction of the role of Indigenous Education Lead this past school year. While the time allotted to this particular role is less than desirable, the lead's efforts have not only led to greater opportunities for Indigenous learners to experience and share their cultural heritage within the school context, it has also allowed for non-Indigenous students to have opportunities to share in Indigenous knowledge and experiences. An area for growth will be to improve opportunities and access for students to connect to land, language and Elders.

Defining Success

We continue to define success in multiple ways at Prescott Learning Centre. Students are, and always will be, at the heart of everything we do. It is important to keep in mind that success for one student often looks different from success for another. Success to us is when we see both students progress, and student involvement in co-creating the criteria of academic and social success for each and every student. We believe each and every student has a place in our building.

Speaking broadly, success in literacy and numeracy can be best defined by the number of students in all grades achieving at or above grade level on benchmark results, Provincial Achievement Test results, and affective results on the school's annual Assurance Measures Report (AMR).

In terms of Social-Emotional development and increased mental well-being, our measures will include input regarding how welcome students feel at school, how safe students feel at, to, and from school, and to what degree students feel a sense of belonging at the school. We also consider ourselves successful based on improved stakeholder input regarding access to support and services related to mental health and wellness.

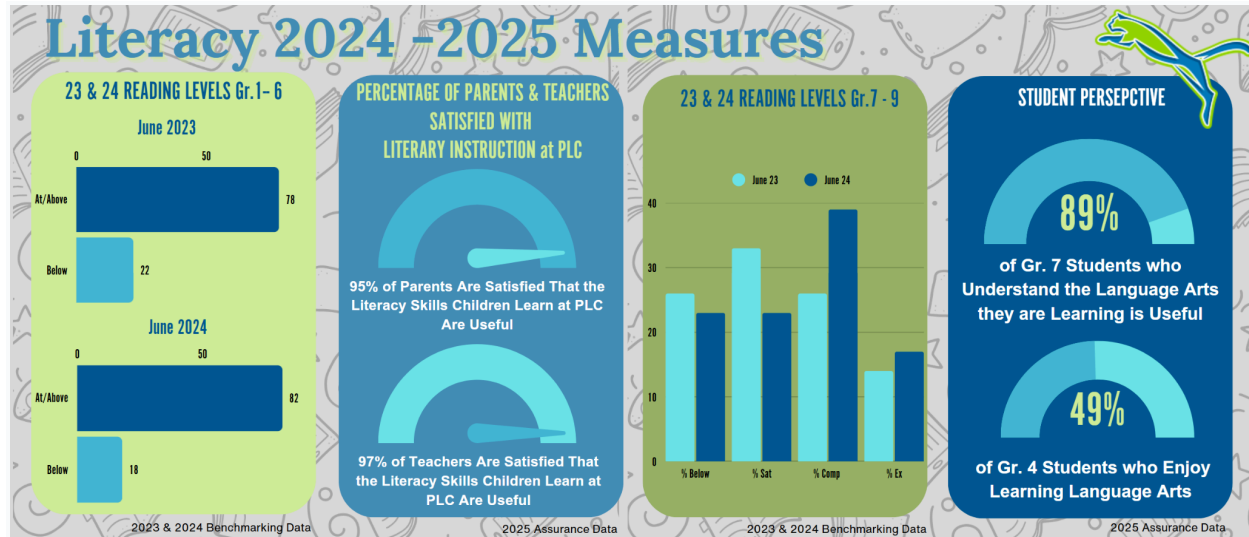
Finally, our success in supporting First Nations, Metis, and Inuit students will be measured by the diverse and ever expanding experiences the school can offer regarding Indigenous art, symbols, ceremony, story and song, improved opportunities for student connection to land, language, Elders and relationships, and the effectiveness of the schools Indigenous Lead Teacher in supporting teachers and the needs of Indigenous Students,

We also define success with how well our four priority areas align and succeed in attaining the outcomes as defined in Parkland School Division's 2024-2027 Education Plan. In part, how well we align our three priority areas, success in literacy and numeracy, social-emotional development and improved mental well-being and improved mental health, and Indigenous Knowledge Systems and connecting to land, language, Elders and relationships with the PSD outcomes is an additional measure of success in our school.



OUTCOME 1: STUDENTS AND STAFF DEMONSTRATE SUCCESS

1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY



Literacy - How are we getting there?

| Goal or Strategy | Anticipated Impact | Sources of Evidence & Measures |
|---|---|--|
| Utilize embedded Grade Level Collaborative Planning Meetings (CPM) in order to focus on K-9 data collection & analysis. | Scheduled and embedded opportunities for staff to focus on K-9 data collection and analysis using age- and grade-appropriate tools will continue to support our significant growth and understanding of student strengths and areas for growth. This strategy ensures that educational decisions are informed by accurate, relevant data, leading to more effective instruction, targeted interventions, and improved student outcomes. | Benchmark Assessments, Surveys, Anecdotal Data, Grade Level/Subject Area Collaborative Planning Guides |
| Utilize Monthly embedded CPMs as opportunities for grade-level teachers to connect with the | Maintaining scheduled opportunities for grade-level and subject area teachers to connect with the school's literacy lead will significantly enhance the implementation and effectiveness of literacy instruction. This strategy fosters collaboration, | Benchmark Assessments, Surveys, Provincial Achievement Test Data, Anecdotal Data, |

| | | |
|--|---|---|
| school's literacy lead | professional growth, and a unified approach to literacy education, ultimately leading to improved student literacy outcomes. | Grade Level/Subject Area Collaborative Planning Guides |
| Incorporate the PSD/PLC Literacy Continuum of Supports into daily teacher practices | Working towards more thoroughly integrating the PLC Literacy Continuum of Supports into daily routines will significantly enhance the literacy outcomes for all students, ensuring that each learner receives the appropriate level of instruction and intervention tailored to their individual needs. This strategy will continue to promote a cohesive and systematic approach to literacy development across all grade levels, fostering a culture of continuous improvement and academic excellence. | School-based Literacy Continuum of Support, on-going use of continuum to support CPMs & CTMs |
| Maintain or increase embedded scheduled teacher time equivalent for our school-level literacy specialist position(s) in order to support the implementation of literacy programming. | Continuing to provide regularly scheduled blocks of time for our school-level literacy specialist position has already, and will likely continue, to profoundly enhance the implementation of literacy programming, providing targeted support and expertise to both students and educators. This strategic initiative ensures that specialized resources are dedicated to fostering literacy development, promoting academic excellence, and supporting a culture of continuous improvement. | Staff Survey, Collaborative Planning Meetings, School Based Support Team Referrals |
| Continued focus in K-3 classrooms on direct, explicit, systematic phonemic instruction. | A continued focus in K-3 classrooms on direct, explicit, systematic phonemic instruction is critical for establishing foundational literacy skills. This strategic initiative supports improved reading proficiency, early identification of learning needs, and long-term academic success, ensuring that all students develop the skills and confidence necessary for a bright educational future. | Student-Specific Benchmarking Data |
| Increased focus in 4-6 classrooms on direct, explicit, systemic morphology instruction | Increasing the focus on direct, explicit, systematic morphology instruction in 4-6 classrooms will significantly enhance students' literacy skills and their understanding of the structure and meaning of words. This strategy ensures that students build on their foundational reading skills to develop more advanced vocabulary and comprehension abilities, which are essential for academic success across all subjects. | Student-Specific Benchmarking Data, Overall trends in vocabulary and reading comprehension data |
| Provide specific, appropriate, and timely interventions when students are identified as struggling. | Providing appropriate and timely interventions when students are identified as struggling is crucial for fostering academic success and equity. This strategic initiative ensures that all students receive the personalized support they need to overcome challenges, stay on track, and achieve their full | School Based Support Team Referrals, small group programming, |

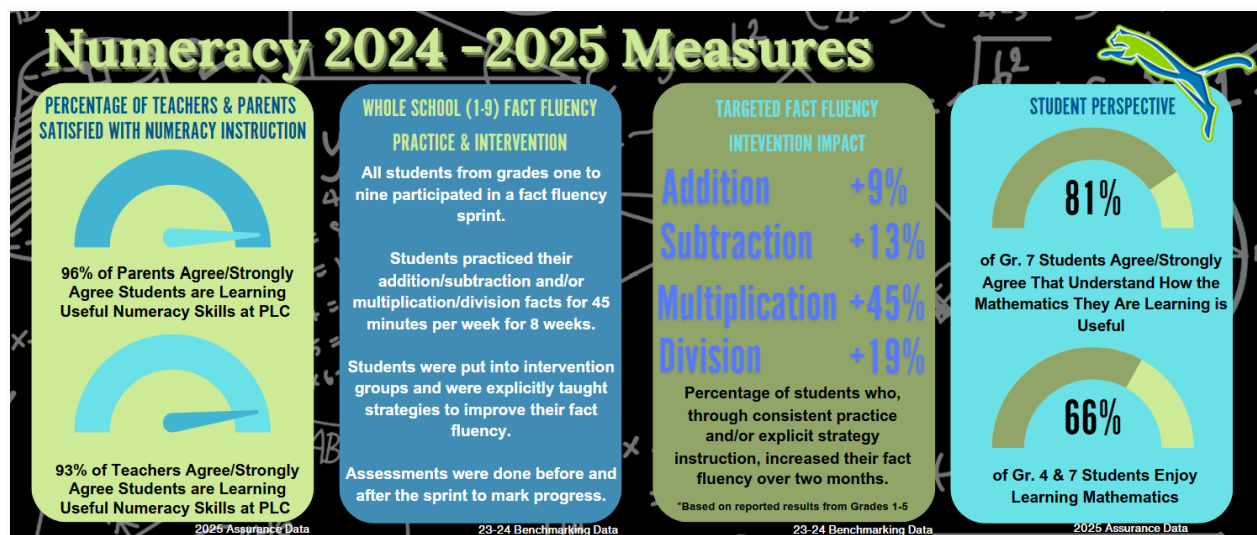
| | | |
|---|---|--|
| | potential. Timely interventions create a more inclusive and effective educational environment by enhancing student confidence, engagement, and achievement. | |
| Maintain Literacy rich environments in classrooms and libraries where students have a wide variety of targeted literacy choices to increase engagement | Students engage in literacy that they find appealing. Ensuring that students are exposed to a wide variety of different print materials at various independent reading levels is essential to their development. Students who can find materials that are personally engaging are more likely to read them without being directed to do so. | Student Survey, increase in number of books checked out, Anecdotal records |
| Intentional planning of literacy-based (reading and writing) grade-level professional development while continuing to build staff capacity on the benefits of small group instruction | With the support of the school literacy lead and grade-level teams will continue to refine the small group, 'push in' model of instruction to better identify student strengths and areas of growth in terms of literacy. | Staff Survey Data |
| Refine processes associated with Collaborative Response grade level Team and Planning meetings with a focus on literacy development | Utilizing the collaborative response approach as a continuum of support, we can foster and support a multi-pronged approach to supporting struggling students. By creating embedded time within the teaching assignments, staff will have the opportunity to have intentional conversations about supporting student achievement and addressing areas of concern. | Teacher Survey Data before and after as a result of participation in the Collaborative Wrap Around process. Collaborative Team Meeting Referrals |
| Continue to provide individualized Literacy Intervention Groups | Use benchmarking data to identify learning gaps for specific students and target learning progression | Benchmarking Data |
| Continue to provide release time for teachers to connect with school Literacy Lead(s). | In addition to embedded opportunities for teachers to work elbow-to-elbow with the PLC Literacy Lead, release time will allow grade-level groups to master best practices. | Student-Specific Benchmarking Data |

Site Directed Professional Development Related to Literacy

| Activity or Focus | Aug | Sept | Oct | Nov | Jan | Feb | Mar | May | As Avail |
|--|-----|------|-----|-----|-----|-----|-----|-----|----------|
| Review and analysis of benchmarking assessment tools | | | | | | | | | X |
| Collaborative planning opportunities to better understand assessment tools & analysis of results from benchmarking tools | X | | X | | X | X | X | X | |
| Continue learning on the instruction of evidence-informed guided reading practices | X | | | | X | | | X | |
| Continue learning on the instruction of direct, explicit, systematic morphology instruction for gr. 4-6 teachers | X | X | X | X | X | X | X | X | |
| Continue learning on the instruction of evidence-informed writing instruction | X | X | X | X | X | X | X | X | |



PLC Students Enjoying a 'good read' at our outdoor classroom



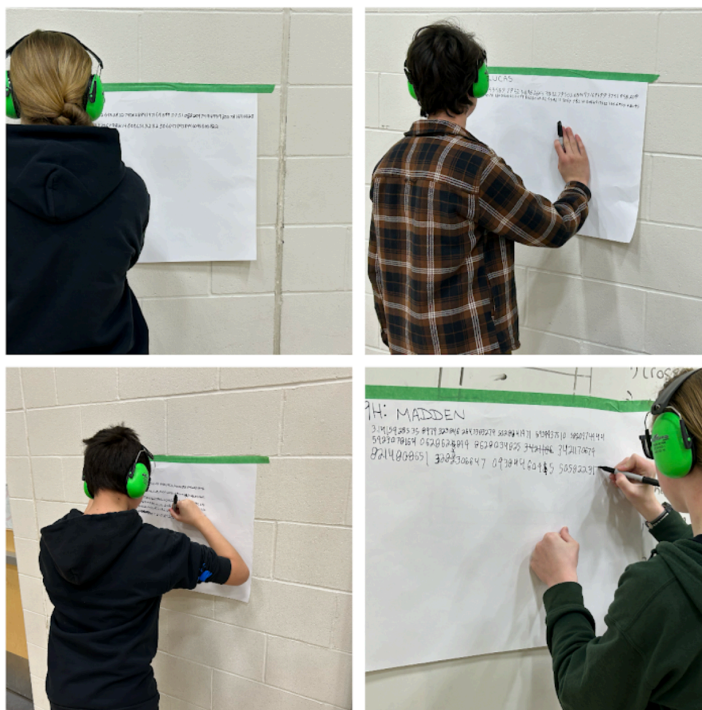
| Numeracy - How are we getting there? | | |
|---|--|---|
| Goal or Strategy | Anticipated Impact | Sources of Evidence & Measures |
| Maintain or increase embedded teacher time equivalent for school-level numeracy specialist(s) positions to support the implementation of numeracy programming. | Numeracy specialist acts as a support and conduit for best practices to support numeracy development through at-elbow support for classroom teachers. The numeracy specialist also supports through in-class modeling and classroom visits to further model small group numeracy instruction, modeling the tenets of Building Thinking Classrooms, and continued support for the implementation of Math Talks. This is in addition to overseeing targeted interventions for struggling learners. | Staff Survey, Collaborative Wrap Around Meetings |
| Incorporate K-9 data collection & analysis into monthly grade level/subject area CPMs in order to more effectively utilize age/grade-appropriate tools to develop an understanding of student strengths/areas for growth. | School staff have a deeper knowledge of individual areas of need and can better target instruction to address gaps and provide intervention. Scheduled opportunities for grade level/numeracy subject area teams with CPMs will foster teacher growth and confidence in identifying and implementing a variety of numeracy interventions for struggling learners | Benchmark Assessments, Surveys, Anecdotal Data, EICS and Power of Ten Data, All-the-Facts, Grade Level/Subject Area Collaborative Planning Guides |
| Build greater teacher capacity across all grade levels to better support the incorporation of small | Similar to literacy, the use of small-group numeracy instruction has had a significant positive impact on students' achievement. Also, because small groups are more targeted in nature it is easier to find a just-right fit for students to be successful. | Student-specific data and recognized gains as a result in participation, Provincial |

| | | |
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| group numeracy instruction at the classroom level. | | Achievement Test Results, EICS and Power of Ten Data |
| Whole-school administration of EICS Numeracy Assessment two times per year in September and May, with a modified EICS check-in in January. | Students requiring numeracy intervention will be identified early and, as a school, we will have valid and reliable data to evaluate and adjust our approach to numeracy intervention. | EICS Results, Number of students requiring intervention, EICS results |
| Utilize Numeracy Interviews as pre- and post-assessment following individualized student interventions | Staff will develop a deeper understanding of student gaps in numeracy understanding as guided by the school's numeracy lead and use this information to plan for instruction/intervention. | Student progress/ gains as a result of programming implemented based on the results of the interview. |
| Focus on conceptual understanding based instructional practices through the use of number talks, counting collections, number sense routines, fact fluency activities & other strategies. | Teachers will focus on helping students to come to understand why things work the way they do in math, not just memorizing straight algorithms. Through the use of interviews and conversations, teachers will help students build their understanding of the mathematical world. | Teacher & Student Surveys |
| Intentional planning of numeracy-based whole-school activities/learning sprints through embedded CPMs | Embedded time that is built into the schedule leads to a culture within the school that values these activities. By creating space within the daily schedule to engage in numeracy activities, students are exposed to this material for enjoyment. | Student survey data |
| Refine opportunities within grade level/subject area CPMs in order to build capacity for intervention-focused discussions and planning in K-9 numeracy teams. | By utilizing the Collaborative Response Model we can foster and support a multi-pronged approach to supporting students who are struggling. By creating space within the day staff will have the opportunity to have intentional conversations about supporting student achievement and addressing areas of concern. | Teacher Survey Data before and after as a result of participation in the Collaborative Planning & Collaborative Team Meetings surrounding the process. Grade Level/Subject |

| | | |
|--|---|--|
| | | Area Collaborative Planning Guides |
| Promote and celebrate numeracy as an integral part of school community and culture | Students will be encouraged by staff to participate in math related activities, events, competitions both virtually and in person such as the University of Waterloo's Gauss Math Competition and Beaver Computing Challenge, Mathletics World Math Day, and in school events such as PLC's Pi Day competition. | Number of Participants in Math related extracurricular activities and events |

Site Directed Professional Development Related to Numeracy

| Activity or Focus | Aug | Sept | Oct | Nov | Jan | Feb | Mar | May | As Avail |
|--|-----|------|-----|-----|-----|-----|-----|-----|----------|
| Power of Ten Fact Fluency Intervention (1-9) | x | | | | | | | | x |
| EICS Analysis and Planning (all grades) | x | | x | | | | | | x |
| Highlight numeracy resources available to staff on the PLC staff Website | x | x | x | x | x | x | x | x | |
| Focus on modeling in sessions and in class of Math talks across all grades | x | x | x | x | x | x | x | x | |



PLC Students Compete to recite the the most digits of Pi in front of a full gymnasium on March 14, 2025



OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

2 STUDENTS AND STAFF WILL DEMONSTRATE SOCIAL-EMOTIONAL DEVELOPMENT AND INCREASED MENTAL WELL BEING



Socio-Emotional/Mental Health 2024 -2025 Measures



CREATION OF A SAFE AND CARING SCHOOL



81.8% of Students, Parents and Teachers Agree PLC's Learning Environment is Welcoming, Caring, Respectful, and Safe

2025 Assurance Data

SCHOOL IMPROVEMENT

78%

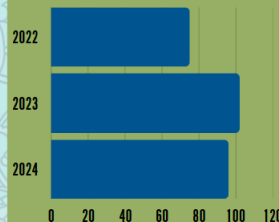
Parents, Teachers, and Students Agreed that the School Had improved in the Past Year

74%

Parents, Teachers, and Students Agreed that the School Provides Access to Appropriate Supports and Services

2025 Assurance Data

REFERRALS TO SCHOOL PSYCHOLOGIST



There Was a decrease of 6 Referrals to the School Psychologist in 23-24 over 22-23

Social-Emotional Target Groups

Through the school Psychologist, PLC Offers Ongoing, Targeted Group Support Sessions:

Rainbows (Gr. 1-3)
Grief & Loss

Worry Warriors (gr. 3-6)
Anxiety Reduction

Self-Control (Gr. 6-8)
Executive Functioning Skills

Improving Mental Health - How are we getting there?

| Goal or Strategy | Anticipated Impact | Sources of Evidence & Measures |
|--|--|---|
| Introduction and implementation of a whole School approach to executive functioning instruction and interventions. | PLC Staff have identified lagging executive functioning skills to have a pervasive and detrimental influence on student academic, social, and behavioral expectations. By targeting each of the executive functioning skills through Health Instruction and potential monthly assemblies, student efficacy in these skill areas will result in improved mental health outcomes. Weekly morning smudging will encourage students and staff to start the day grounded. Social Work Practicum Student provides small group social-emotional and executive | Welcoming, Caring, Respectful and Safe Learning Environment Measures (WCRSLE) AMR results, self-referrals to the school counselor, staff Guarding Minds Survey Results. Number of students and staff participating in weekly smudging |

| | | |
|---|--|---|
| | <p>functioning programming to students in gr. 1-9. Students work on developing peer relationships, understanding big emotions and problem-solving skills.</p> <p>The Community Classroom supports learners to develop an awareness of when their bodies need to move, how to move them to feel regulated and ready to learn.</p> <p>The community classroom also supports peer interactions, and executive functioning skills.</p> | |
| Continued ongoing support and resources for the on-site school psychologist in order to provide timely access to mental health supports and community connections. | Students and families have come to rely on our school-based counselor as a resource when they are experiencing difficulty at home or school. Our counselor is available to support families (132 in 23-24) with system navigation and the coordination of different community partners to ensure students are able to access necessary support in a timely manner. | Tracking staff-based student referrals and number of family support provided year over year |
| Expanded access to small group targeted programs including Rainbows (grief), Worry Warriors (anxiety) Community Classroom (regulation, executive functioning, negotiating play) and Gr. 1-9 Small Groups (socio-emotional programming). | In many cases skills that are necessary for interaction in social situations or addressing social challenges are best learned and practiced in a group. By providing students with the opportunities to practice these skills in targeted groups with students with similar needs they can better generalize strategies towards other environments and contexts with the support of trained staff. | Student participation data and anecdotal evidence collected through facilitation |
| Ongoing development and support for the Comprehensive School Health Team as part of Parkland School Division Comprehensive School Health Program. | Comprehensive School Health (CSH) is an internationally recognized framework, which supports both educational and health outcomes. A healthy school approach is one that supports the health and well-being of children, staff and the entire school community. | Student/Staff Survey Data Fall and Spring AMR Staff Guarding Minds Survey Results |
| Improved student accessibility to nutritious food options for students including the parent/guardian volunteer led daily Grab N' Go breakfast and Forgotten Lunch Program and Nutrition Nook Fridges on both floors of the school. | Students who have access to nutritional foods are better able to engage in learning activities and build stronger connections socially. This is also extremely helpful when supporting students who are dysregulated as in many cases offering a nutritious snack is an effective way to help students re-regulate. The provision of nutritious foods forms a foundation for learning, can | Student/Staff Survey Data, Access and use tracking month to month increases and decreases in food program product purchases |

| | | |
|--|--|---|
| All of these nutrition options are available to all students wishing to participate. The intention of these programs is to provide healthy food in the mornings, at lunch and throughout the day. | also provide a greater sense of community, and mitigate behavioral issues stemming from students who arrive at school hungry. | |
| Continuous increase in the number of support staff, teachers, and administrators participate in training for Non-Violent Crisis Intervention to ensure they are able to appropriately respond to students who are experiencing difficulty with behavior and self-regulation. | Development of a team of staff who have a common predictable approach to dealing with non-compliant behavior that is grounded in the concept of care, welfare, safety and security for all. | Number of staff members successfully completing and maintaining Non-Violent Crisis Intervention certification |
| Streamline the referral and intervention process to the School Based Support Team (SBST) in order to more quickly identify students requiring tier three and four supports. Also embedded within the weekly schedule are opportunities for the SBST to meet and plan interventions for students. | Continued utilization of the SBST within the context of Collaborative Response Model CPMs and CTMs allows for a multi-pronged approach to supporting students who are struggling beyond classroom interventions. In order for this approach to be effective, a simplified and systemic approach for referrals and interventions. | AMR access to Supports and Services Data |
| Maintain access to Zentangle opportunities and instruction built into classroom time to facilitate mindfulness and self-awareness. Provide staff with opportunities to learn and deliver the program in a wide variety of contexts. | Zentangle is an approach to mindfulness where students are invited to use patterns and repetition to focus attention and be in the moment. As part of students' health curriculum opportunities to practice this approach are built into classroom time at different points throughout the year. | Student survey data (initial and follow up) as a result of participation in Zentangle |
| Puma Pride Community Building activities | Each Month Grade Level teams will be assigned a day to host a school wide 'fun' activity intended to build community through friendly class competitions and inclusive events | Safe, Caring, Welcoming AMR Measure Results |
| School wide community building initiative 'The Best Part of Me' Promoting | Anticipated Impact- Positive culture and a sense of belonging and connectedness within the school community. Increased | Interactions between staff, between staff and students |

positive self-image, building confidence and positive school community.

and improved connections between staff, between staff and students and creating a welcoming environment for families and community members.

Site Directed Professional Development Related to Improving Mental Health

| Activity or Focus | Aug | Sept | Oct | Nov | Jan | Feb | Mar | May | As Avail |
|--|-----|------|-----|-----|-----|-----|-----|-----|----------|
| Development of Comprehensive School Health Plan & Activities | x | x | x | x | x | x | x | x | |
| School Assemblies and Presentations on Mental Health and Wellness | x | x | x | x | x | x | x | x | |
| Collaborative Response School Based Support Teams | x | x | x | x | x | x | x | x | |
| Collaborative Behavior Planning PD Day Activity | x | x | x | x | x | x | x | x | |
| Provide Canadian Mental Health Association - Mental Health First Aid training for key interested staff | x | | | | x | | | | x |



PLC's new rubberized accessible playground base was completed in the Fall of 2024



OUTCOME 3: FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

3 STUDENTS WILL EXPERIENCE INDIGENOUS KNOWLEDGE SYSTEMS IN SCHOOLS AND CONNECT TO LAND, LANGUAGE, ELDER'S AND RELATIONSHIPS



First Nations, Metis & Inuit Measures 2024 -2025



Cultural Traditions



All PLC Students are welcomed to participate in a weekly morning smudging ceremony presided over by the school's Indigenous Education Lead

Community Partnerships



PLC Has Partnered With a Variety of Communities & Organizations Including Alexis Nakota Sioux & Enoch Cree Nations, Skydancer Indigenous Cultural Centre, & Amongst Others

Shared Experiences



PLC has partnered with the students, staff, and elders from maskékosak kiskinomátowikamik to share in cultural experiences including bannock making and indigenous games

INDIGENOUS WAYS OF KNOWING



3

The Number of Powwow Practices Hosted by PLC Since Spring 2024

Embracing Indigenous Knowledge Systems and Connections - How are we getting there?

| Goal or Strategy | Anticipated Impact | Sources of Evidence & Measures |
|--|---|--|
| Establish an Indigenous Knowledge Staff Advisory Group. Explore the potential of listening circles with representatives from parents and guardians to address emerging issues and concerns | Establishing and maintaining a truly inclusive environment requires many eyes in order to address problem areas quickly and effectively. By creating a group with multiple perspectives, we will build a team that is better able to shape our school community into one where everyone has a connection. | Number of meetings and participants. School-wide survey compare year over year |

| | | |
|--|---|--|
| School-wide recognition of cultural dates of importance (i.e. National Day for Truth and Reconciliation, National Indigenous Peoples Day. | Celebrations and important dates play a significant role in understanding and accepting diversity within, and beyond the school community. By marking these days and celebrations with an intentional school-wide focus including morning announcements, and notices in the staff and family weekend memo, we would move beyond individual connections in order to build authentic connections with stakeholders in the greater community. | Anecdotal acknowledgment of increased culturally significant events. An increase in the number of Indigenous cultural activities and events held in schools |
| Incorporation of Indigenous ways of knowing into regular teaching practices across grade levels. | Everyone is on their own respective journey about how they come to understand this area, staff are provided with a range of opportunities to develop their knowledge through conversation, study, and dialogue throughout the school year. With the support of the Indigenous Education Lead Teacher, staff will incorporate indigenous ways of knowing throughout curriculum areas and help students come to understand the importance of knowledge keepers and viewing the world through this lens. | School-wide Indigenous Learning survey compared year over year. Teacher Efficacy Survey data reflecting incorporating into curricular areas |
| Opportunities on Professional Learning Days intentionally targeted learning opportunities around land, language, elder, and relational learning. | By building in cultural experiences and opportunities as the setting event for all staff meetings and development activities we build the knowledge base of our staff. It is important to understand that everyone is on their own journey in developing these understandings, as a result. | Teacher reflection, co-creation, and sharing of resources centered on equity, diversity, and inclusion anecdotal evidence |
| Powwow Practices | In bringing in dancers, drummers, knowledge keepers and welcoming all community members to participate over a feast with students of indigenous backgrounds will feel welcomed and a part of the school community and stakeholders will move from learning about Indigenous people to learning from indigenous peoples. | Number of participants at these events |



Site Directed Professional Development Related to Embracing Diversity

| Activity or Focus | Aug | Sept | Oct | Nov | Jan | Feb | Mar | May | As Avail |
|--|-----|------|-----|-----|-----|-----|-----|-----|----------|
| Exploration of Indigenous Ways of Knowing / Diversity topics as part of the opening activity for PD days | x | x | x | x | x | x | x | x | |
| Student and staff specific Guest Speakers providing | | x | | | | | | x | x |
| Facilitated Indigenous Knowledge Sharing Activities during staff meetings or after school opportunities | x | x | x | x | x | x | x | x | |
| School Wide cultural celebrations | x | x | x | x | x | x | x | x | |
| Review & Discussion of Administrative Procedure 390 - COMMUNITY, EQUITY, AND BELONGING | x | | | | | | | | |



Our Indigenous Dance Instructors Mariah and Charlie at the May 9th PLC Powwow Practice