

Ochre park school council minutes

October 10th 2024 @ 530 at the school library

Attendance: Krystle L., Karli H, Larrissa L ,Lori Moores, Trustee Pequin, Jolene Tchir, Kjersti W, Cyrena K, Candice R, Jenaia Gingras, Mandy S, Kelsey M,

1. Meeting called to order 541
2. Approval of minutes. Cyrena approved minutes from Sept 12th

Candice seconded. CARRIED

Tonight's agenda Cyrena motion

Candice seconds. CARRIED

1. OLD business:

Community member at large still looking for

Potentially looking for town council or Pembina place will revisit in November

Create 2024/2025 events calendar for Fundraising timeline

October - Halloween, Bear Tracks

November meeting Cyrena votes to address fundraising objectives December forward at November meeting Karli seconds Carried

December -Christmas store, Festival of Trees, Christmas Concert Raffle

January -

Feb- Casino

Upcoming meetings: Cyrena motions November 5th at 530 Mandy seconded Carried

December meeting Cyrena motions December 5th at 530 Karli seconds Carried

January meeting motioned by Cyrena Jan 16 at 530 Karli seconded carried

Feb meeting TBD at Jan meeting.

School wish list discussion Top 3

Math Lab Budget

Microphones for classroom

Document camera

TBD

Old business complete 615

1. New business

A) insurance- parent society requires directors insurance to cover volunteers and events hosted by the parent council this is a Division Requirement- Cyrena motions to move insurance to November meeting for further information at school council event Oct 23rd. Karli seconds. Carried

B. Halloween- full moon frolic scheduled 1:30-3 31 October 2024

Community room and stage usage Oct 28-31

Due to a lack of available donations council would like to request a budget of up to \$500 these items include reusable decor for future events including fog machine and blow up decor. Miscellaneous items as needed from dollar tree etc. last year full moon frolic was well received by all students suggestion to allocate use of purdys funding . Parent society to make motion of up to \$500 from fundraising.

C) fundraising

I) Bear Tracks- (fundraising committee) information and selling begins Oct 11th

Funding deadline Nov 18th

Junior A team volunteered to unload/deliver which will be in 1-14 December. \$30 /bucket last year we raised \$9000

Cyrena motions to proceed bear tracks fundraising Krystal seconded all in favour carried.

ii) Casino- (Karli) GM and Banker need filled

Paperwork to be submitted within 90 days of event to AGLC

Looking for back ups as needed ongoing.

iii) new ideas- cash calendar donation based raffle, popcorn, wilcox fill a freezer, tile painting paint night purchased tiles aligned with school values

D. Hot Lunch

i) coordinator still needed

ii) looking into programs ie ASCA, healthy hunger, hot lunches.net

iii) lions club donation unconfirmed at this time

Cyrena motions to discuss hot lunch at November meeting larrissa seconds carried

E) life photography- was reaching out to renew contract for next year tabled to November meeting Cyrena Motioned Krystle seconds all in favour

F) parent survey to be sent out by Cyrena and Larrissa in the coming week.

Reports:

A) society financial report Krystle states signed authority is transferred, online access still in progress. Cash Flow

\$26 060.94

Commitments \$1534.12

IGA Terry fox 300.44 (lions club)

Bussing invoice tBD

Fearless in the Forest \$450 for Professional development from cash and \$800 residency via casino funds

Parent teacher conversation meals for teachers tBD.

B) Trustee draft for 2026-2027 calendar approved in principle view here:

<https://www.sturgeon.ab.ca/download/468991>

A new Update to Student conduct and discipline with mobile devices.

A reminder : As always if there is a problem you feel should be addressed start first with the teacher, if your concern isn't being addressed follow up with the principal and escalate to central office only after these steps have been completed.

C. Teacher reports-

Truth and Reconciliation supported through the division was a big success and ongoing with the students.

Read in Week as well as Fire safety and lockdown procedure drills were conducted, little owls are feeling prepared and confident.

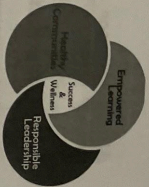
Parent teacher conversations prep is beginning we will be introducing a new platform to sign up for your interview slots.

A lot is happening with assessments and we want to increase participation between home and school allowing a holistic approach to learning.

Book fair will be open during parent teacher conversations.

d) Principal report (link draft education plan)

Draft



Ochre Park School Education Plan 2024 -2027

School Goal 1

Students will increase their foundational numeracy skills and understanding.

School Goal 2

Students will engage in regular outdoor learning and place-based study, focusing on connecting students to their local environment and incorporating Indigenous perspectives on the land.

School Goal 3

Staff will create a school wide system for clearly communicating student learning and achievement in a meaningful and consistent way.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Students will increase their foundational numeracy skills and understanding. *Goal*

By June 2025, students will increase their foundational numeracy skills and understandings, as measured by the 2024-2025 Alberta Education Numeracy Screeners. We aim to see a 10% improvement in numeracy scores for at least 80% of grades 1-4 students.

Baseline data: September 2024 Numeracy Screener Results

- **Provincial Results Report not available as of October 5, 2024. *Potentially and Oct 0*
- ** Will update to reflect results when Alberta Education releases reports
- ** At Ochre Park, we are using the data collected to inform our practice and determine starting points for whole group and small group responsive teaching.

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> Alberta Education Numeracy Screener results for Grades 1-4 students (Fall 2024), then results for the Kindergarten to Grade 4 January 2025 testing round, and May 25 testing round. <p><i>Supt 2 year end.</i></p>	<ul style="list-style-type: none"> <i>professional learning community</i> PLC data analysis Small group responsive teaching best practices teacher sharing PL sessions <u>Google survey</u> of ATA Staff administered in Fall 2024 and Spring 2025 	<ul style="list-style-type: none"> See small group responsive teaching in classrooms Math Lab being regularly utilized Students engaged in their numeracy tasks

Action Items (how we will achieve this goal):

- Use raw data from Alberta Education Numeracy Screeners, we will determine growth opportunities for our students (analysis during PLC time)
- Small group, responsive teaching (tied to High Impact Teaching Strategies and Collective Teacher Efficacy)
- Creating and using Math Lab

Updated: Aug 2024

- Continue to use the tenants from Peter Liljedahl's Building Thinking Classrooms in Mathematics: Grades K-12 book study from the 2023-2024 school year.
- PLC conversations and data analysis time
- Site based Professional Learning opportunities on division PD days.

Lead Measures (how we will know we are on the right track):

- We will see classes using the Math Lab
- We will see small group responsive teaching during classroom visits
- We will see students engaging in their mathematics studies
- We will see an increase in Alberta Education Numeracy Screener scores in future administrations

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Literacy & Numeracy Instruction:

The Ochre Park School team engaged in the Building Thinking Classrooms book study in the 2024-2025 school year. Building on the skills learned from this book study, we have created a math lab. The vision is to have every Kindergarten to grade 4 class visit the classroom on a regular basis and engage in enriching math tasks that cover multiple outcomes. We are working on infusing some of the number talks and tasks from the Building Fact Fluency kits into the math lab.

Additionally, we are turning our attention to improving our use of small group, responsive teaching, using high impact teaching strategies across our numeracy and literacy curriculums to support students in closing their learning gaps and providing a stronger foundation of basic numeracy and literacy skills.

Goal Two: Healthy School Communities

Students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Students will engage in regular outdoor learning and place-based study, focusing on connecting students to their local environment and incorporating Indigenous perspectives on the land.

By June 2025, students and staff will engage in regular outdoor learning and place-based study, at least once per month, focusing on connecting students to their local environment and infusing Indigenous perspectives on the land and the 13 Moons.

Baseline data: **September 2024**

- Every Kindergarten to Grade 4 class has chosen their Place and has visited their place at least once.
- A handful of classes have had multiple outdoor lessons
- 50% of each PLC block for students was spent doing outdoor activities in September 2024
- Students are independently bringing in nature items found on our school site for the curiosity shelf (for example: giant mushrooms and pinecones).

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> • Curiosity Shelf • School wide goal tracker- Collaborative art • Tracking number of times classes engage in outdoor learning each month - by end of September, each class has chosen their spot and visited at least once. 	<ul style="list-style-type: none"> • Students are initiating conversations pertaining to what they are noticing outside and season change • PLC discussions • Professional Learning Day Sessions 	<ul style="list-style-type: none"> • Place Study Journals • Nature Art (being created and displayed in our school)

Action Items (how we will achieve this goal):

- Professional Learning Sessions for staff throughout the year, lead by various Sturgeon Public School Division Staff (Nicole Farwell & Maxine Hildebrandt)
- Intentional planning of school events outside (school picnics & assemblies)
- Purchase two blankets for each class so students have a comfortable place to sit
- Creation of a Place Study Journal for every student and staff member in the school
- Regular check ins with classes
- Highlighting the outdoor learning and place study on Social Media and in school-home communications
- Creation of a "Curiosity Shelf" where we highlight items found in nature
- Intentional "I noticed, I wonder" announcements tied to nature (September: Wasps & Sunflowers)
- Creation of an interactive bulletin board in the Learning Commons where classes earn a piece to add each time they engage in their place study (builds an image)
- Take Me Outside Day - October 23, 2024

Lead Measures (how we will know we are on the right track):

- We will see classes outside regularly
- We will see nature and Indigenous perspectives being infused into lessons and art
- We will see and hear our students sharing what they have learned
- We will see the Interactive Bulletin Board and Curiosity Shelf grow

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

The Ochre Park School team is interested in outdoor learning and this has been an expressed area of interest for our staff. Our goal is to capitalize on our student's natural curiosity about their world.

Our new curriculum provides ample opportunities for staff and students to use nature as a platform for learning. We are working with various Sturgeon Public School Division Employees to help us build our foundational knowledge of Indigenous perspectives and infuse it into our daily practice in a meaningful way. We will be collaborating with Maxine Hildebrandt, SPSPD

Indigenous Education Coordinator to build and enhance our practices around outdoor education, the place study, 13 moons, and tipi teachings.

Goal Three: Responsible Leadership

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Staff will create a school wide system for clearly communicating student learning and achievement in a meaningful and consistent way.

By June 2025, staff will create and implement a clear, concise system for clearly communicating and reporting student learning and achievement in a meaningful and consistent way.

Baseline data: September 2024

Data / Products	Conversations	Observations
<ul style="list-style-type: none"> Consistent reporting for all K-4 teachers in all subject areas Collaborative work space Increased Parent engagement with Powerschool Parent Portal (in the 23/24 school year 61.7% of student records were accessed). 	<ul style="list-style-type: none"> Informal check ins with families Formal check ins with school council Booth set up at Parent-Teacher Conversations in October and February 	<ul style="list-style-type: none"> Parents will be able to speak to their children's progress Teachers completing their reporting cycles based on the schedule Newsletters highlighting curriculum snapshots

Action Items (how we will achieve this goal):

- Team review and discussion of Sturgeon Public School Assessment and Reporting Administrative Procedures
- Creation and discussion of a set comment reporting schedule
- 60 minutes of uninterrupted time provided each Professional Development Day to enter 1-2 sentence comments into predetermined subjects for each student
- Intentional communication through Owl Power Family Weekly Updates regarding updates

- Consistent placement of comments in PowerTeacher Gradebook
- Co-create a collaborative work space in the school
- Co-create a school-wide procedure and system for when we see students are 'at-risk'
- Teachers communicate "snap shot of learning" focusing on the learning outcomes for the week or month, depending on their communication frequency

Lead Measures (how we will know we are on the right track):

- Implementation of comment/reporting schedule
- Talk to parents (informal conversations) and our School Council to gain more insight into how things are going
- Survey parents at the end of June and compare the results of June 2024 parent survey.
- Compare 23/24 Parent Portal engagement data to 24/25 Parent Portal engagement data

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

The Ochre Park School team wants to ensure our parent community are better informed and feel more involved and connected to their child's learning and achievement. Based on data received from the AEAM results, parent respondents expressed their desire to be better informed of student achievement.

Providing time on PD days to complete intentional reporting allows for more consistency in reporting student achievement. If student achievement is dropping, parents can expect a phone call touch base to discuss student progress. Adjusting to these new practices allows for all parents to receive information in a timely manner (not just at report card time) and provides more opportunities for parents to celebrate and support their children at home.

Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. Empowered Student & Staff Learning
2. Healthy, Safe School Communities
3. Responsible Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and

student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> • Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> • Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> • Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.

Current Results: Ochre Park School's Alberta Education Assurance Measures Summary - Provincial Measures

Required Alberta Education Assurance Measures - Overall Summary

Spring 2024
School: 2513 Ochre Park School

Assurance Domain	Measure	Ochre Park 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 Learning and Achievement	Student Learning Engagement	91.4	88.2	88.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.4	87.6	89.3	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	88.8	87.3	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	88.2	88.2	n/a	n/a	n/a
	PATS: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	82.8	82.8	n/a	n/a	n/a
	PATS: 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	92.0	92.3	92.5	87.6	88.1	88.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	89.5	87.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.7	88.8	84.2	79.9	80.8	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	64.6	87.0	83.4	79.5	79.1	78.9	Very Low	Declined	Concern

Parental Involvement - Data Summary

School: 2513 Ochre Park School
Province: Alberta

	Ochre Park School								Alberta														
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	17	79.4	19	72.9	21	79.8	27	87.0	20	84.6	Very Low	Declined	Concern	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	7	58.8	10	59.2	9	73.2	15	88.8	6	99.3	Very Low	Declined	Concern	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	10	100.0	9	86.7	12	86.4	12	93.2	14	90.0	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Ochre Park Schools Survey Results (AEAM questions provided in a Google Form to entire parent community) June 2024

Question	Results (32 responses)
How effectively do the staff at Ochre Park School keep you informed about your child's progress and accomplishments?	56% excellent 41% good 3% fair
How satisfied are you with the level of communication from the school level?	94% very satisfied 3% somewhat satisfied 3% very dissatisfied

To what extent do you feel involved in decisions that effect your child's education?

50% very involved
38% involved
12% not very involved

September 2024 **Will be updated when Alberta Education Releases their reports**

Literacy Data - Alberta Education Screeners

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	LeNS - English		
1	CC3 - English		
2	LeNS - English		
2	CC3 - English		
3	CC3 - English		
4	CC3 - English		

September 2024 **Will be updated when Alberta Education Releases their reports**

Numeracy Data - Alberta Education Numeracy Screener

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
1	Alberta Education Numeracy Screener		
2	Alberta Education Numeracy Screener		
3	Alberta Education Numeracy Screener		
4	Alberta Education Numeracy Screener		

3 school goals would like feedback

Goal 1 seeing Math lab to achieve increased numeracy skills school wide, PLC, and small groups

Goal 2 outdoor learning each classroom is tracking their outdoor time

Implementation of take me outside bulletin

Goal 3 communication

Between Staff and community about our students learning

Increase in parent usage of PowerSchool portal we were only at 61% would like it higher

Curriculum snapshots will be consistent based on individual classroom.

Improvements to comments in Grade book being easier to navigate.

At risk interactions will be collaborative and initiated on an as needed basis at time of need to increase student benefit

AEAM see page 11 screening results will be updated as received.

PLC is learning coach and teachers professional development weekly each teacher is with a coach in their allotted time slot PLC k-1 is Tuesdays 1:30-2:30 Thursdays 11:30-12:30 grades 2-3

1:30-2:30 Grades 3-4

During plc children have a 30 minute window with the child youth councillors Mr Chris and engage in outdoor Ed/physical activity and a 30 minute block with social and emotional regulation with Ms.Moores and Mrs.Larson.

STAR program is based on a proactive approach to positive playground skills and creating community with safe play.

e) Room reps:

K1 Halloween volunteers/snack prep Krystle and Sherie

Mrs Johnson- volunteers and snacks- Kelsey to volunteer

Ms. Tchir- would like to see reading helpers school wide proposed to engage in senior community building on generations united.

Parent council Adjourned at 746

Parent society commenced 747

AGLC- directors changeover form completed during meeting and to be submitted to finalize society and council change over as of Sept 12th

Childcare - at meetings to be provided each meeting or poll for need in advance \$2 /child

Halloween- Cyrena motioned to budget up to \$500 for the Halloween frolic Mandy 2nd all in favour carried

Christmas Store- donations needed

Parent Teacher conversations meals- Cyrena motions to approve providing supper to the teachers on both evenings for a budget up to \$350. Mandy seconds all in favour .

Meeting adjourned 7:59pm