



**Cooper's Crossing School**

# **School Education Plan 2023/24**



March 15, 2024



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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

Cooper's Crossing School continues to be a fantastic learning community. Of note are our amazing students! They are polite, eager to learn, and work collaboratively with staff, and with each other to make our school and community a great place to be. Staff at Cooper's are dynamic, professional, and work together to maintain a safe and caring environment for students every day. In addition to the positive relationships that are visible inside, outside, and in classrooms, Cooper's Crossing is known for clear and open communication with parents and guardians through weekly teacher newsletters and emails, as well as weekly school newsletters. Families have come to anticipate and appreciate the friendly faces that greet them and their children in the office and at entry and exit doors. Adults in the building work hard to build positive relationships with students; we know their names and celebrate their strengths and their progress as learners. Our positive behaviour interventions and supports (PBIS) goals are: "Be Safe, Be Kind, Be Responsible." These goals frame and support student and staff efforts every day. They are simple, yet powerful, reminders of how we can best impact one another and our community of learners positively, while aiming to achieve our greatest individual potential.

Cooper's Crossing has maintained our population of about 450 learners (446) and we are consistently working to provide engaging learning opportunities and universal learning environments for our diverse learners. Our students, teachers, and support staff find interesting and creative ways to connect with our larger community by delivering Christmas/winter cards in the holiday season, participating in special events and field trips at Genesis Place, Nose Creek Museum, being involved in "Walking Wednesdays / Meandering Mondays" in the neighbourhood, and welcoming our community therapy dog, Brandi, weekly throughout the year. We have devoted parent volunteers run our Healthy Hunger hot lunch, help out on field trips, visit as classroom guests, and join us at special events and assemblies. A devoted crew of parents attend and hold elected positions at our Cooper's Crossing School Council and Friends of Cooper's Crossing Society. These parents keep themselves well informed on all issues impacting families in Airdrie and Rocky View Schools. They work tirelessly to attend RVS Board meetings and to support our learning environment through fundraising such as school dances, our annual June carnival, and our first ever AGLC casino. Such parents are committed to supporting an evolving, vibrant, and positive learning environment for their children and all Cooper's students.

Every classroom has a buddy classroom, typically connecting younger and older grades. Teachers find creative ways to connect with buddies, including peer and small group reading, creating special projects together, celebrating holidays and unique days in the calendar and helping around the school and community. Cooper's Crossing staff are also committed to running various student clubs in several blocks during the year. This has been extremely well received by students, parents, and staff. We even have some grandparents who come out to help us! Examples of our student clubs include: knitting, floor hockey, art, Minecraft, chess, and our student vendor Christmas market club, which culminates in a student Christmas market in early December. This was an amazing community connector event last year that would not have happened without committed family support at home.

Much is happening in our vibrant learning community, and we couldn't be prouder of the student accomplishments occurring every day!

Sincerely,

Diana Logan and Jonathan Klinger

## School Profile

<p><b>Principal:</b> Diana Logan</p> <p><b>Assistant Principal(s):</b> Jonathan Klinger</p> <p><b>Website:</b> <a href="https://coopers.rockyview.ab.ca/">https://coopers.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> At Cooper's Crossing School, we care for learners and provide them with joy-filled, purposeful, and rich experiences designed to develop the character traits, knowledge, and skills needed to thrive in life and make a positive difference in their families, communities, and world.</p> <p><b>Beliefs:</b> We believe in the diversity of our community, celebrating the unique gifts of each member, and supporting our students, families and staff to be ready and equipped to impact the world through strong knowledge, skills, character and leadership.</p>
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**Total Number of Students:** 446

**Grades served:** Pre-K – Gr. 5

**Total Number of:**

- Classroom Teachers: 20
- Learning Support Teacher(s): 1
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 6

## School Diversity Profile

As with all Rocky View Schools, Cooper's Crossing reflects a rich and diverse learning community. Notably, five per cent of our students self-identify as Indigenous students. English as an Additional Language learners represent five per cent of our school population. The most common first language for these students is Punjabi.

Additionally, our school offers amazing leadership opportunities. These include Grade 5 AMA Patrollers, recess kindness crew, recycling/environment club, Grade 5 hot lunch leaders, student leaders in assemblies, student lead announcements, and recess equipment managers. Students in our younger grades are also counted on to be leaders here at school. From classroom jobs, to collecting recycling, even our youngest students show leadership daily.

Cooper's Crossing continues to be a supportive place for all staff and students, where everyone feels welcome, safe and respected... it is truly a special place to be.

## Student Feedback from Spring 2023

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

- Teachers are kind
- Student clubs
- AMA Patrolling
- There is good access to technology
- Teachers help us learn
- We feel safe
- There is lots of recess equipment
- School spirit days
- Fun lunches
- Thirty-minute lunch recess
- School-wide assemblies

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

- Bring back breakfast club
- More bike racks
- Improve quality/variety of gym equipment
- Build a gaga ball court
- Add another basketball hoop outside
- More books in the learning commons
- More instruments in the music room
- More options for fun lunch
- Have more say in how we do projects
- Better quality toilet paper...“You can see right through it.”



## Parent Feedback from Spring 2023

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

- Communication is great, administration and teaching staff are all wonderful.
- The weekly newsletters are always informative, I am happy they have expanded the student clubs offered, and I find the support provided to students with different learning styles very effective.
- Great communication, making a safe and fun school where everyone is included
- Welcoming atmosphere and student engagement. Keeping parents informed. Great communication and management.
- I love the culture, it seems that everyone is friendly and hardworking. My kids have learnt a lot and we appreciate the teachers so much.
- I am satisfied with everything at this school.
- Just about everything! My kids love the teachers (even the ones that aren't theirs!), feel safe and respected in the school, and are learning all sorts of new things every day. They come home happy and full of new information to share with our family every day :)
- Community engagement and communication with families. Inclusion of residencies.

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

- Better pick up/drop off traffic situation. Perhaps construct a drop off lane.
- Not be pushing the pride activities too hard.... Schools are pushing them to a point that you're not inclusive unless you are. Also, don't think we have any at this school but please ensure there isn't any litter boxes for Fury's.
- I have said this since the school has opened when my older kids attended that a phys ed specialist would be an asset to the school. You promote music but not movement.
- Truthfully, I can't think of anything at the moment!
- Cooper's needs to expand, as kids are leaving and going to Northcott it is now over capacity, does the city have a plan to tackle this issue?
- More parent-teacher interviews throughout the year so we know how our child is doing. Proper report cards with normal grading that is more easily understood
- More after school activities for the kids to enjoy like the school dance this year as an example.
- Depth of understanding related to criteria-real world connections and applications instead of worksheets.
- Nothing at this time, keep up the great work!

*"[My husband] and I are both very grateful that our kids get to attend a school where the environment they are in is accepting, versatile and most of all safe for everyone. Thanks to you and Jonathan for ensuring everyone is treated with kindness and respect, even while working through tough situations. We want to make sure [our children] are working towards those standards of care and communication in their communities too."*  
(M. El Sogheir)

## RVS Four-Year Plan Survey Results

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

- 100% of Cooper's teaching staff feel that students often have the support they need to be successful.
- 96.2% of parents/guardians agree that their child can express themselves through writing.
- 98.6% of students feel they can understand what they read.
- 97.1% of students believe they can use their numeracy/math skills to solve problems in a variety of ways.
- 93.1% of Gr. 3-5 students are confident they are learning how to solve problems they have with other people.
- 97.9% of Gr. 3-5 students feel they get help with their learning when they need it.
- 96.3% of parents/guardians feel that people of all cultures, identities, and backgrounds are accepted and valued at my child's school.

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

- 84.6% of parents/guardians feel their child is provided opportunities to be involved in volunteer activities and community service projects.
- 73% of parents/guardians feel their child realizes the impact of their participation in social media.
- 84% of Gr. 3-5 students always or often feel that people help them to do their best at school.
- 90.2% of Gr. 3-5 students feel they are always or often learning useful things in their school.

wonderful teacher   good from teachers   communication and management  
 system is great   children   Communication is great   Mrs   great school  
 support from the teacher   kids   **teacher school**   Teachers/admin  
 lot of things   staff   student   Great communication  
 teachers have been great   engagement and communication  
 communication has been excellent



## 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	86.2%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	86.6%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	N/A
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	93%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	93.4%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	98%

### What does this data tell us is going well?

- Our students with IPPs are meeting with success and showing progress in relation to achieving their learning goals.
- Our tiered fidelity inventory score shows that our school community is adopting our school-wide behaviour expectations and it's becoming part of the identity of the school.
- As our attendance data indicates, our parents are ensuring that students are coming to school on a consistent basis.

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

- Our MIPI data indicates that math instruction and achievement are areas of improvement.

# Alberta Education Assurance Measure Results



## Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 1977 Coopers Crossing School

Assurance Domain	Measure	Coopers Crossing School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.8	89.6	89.6	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	86.4	89.5	90.6	80.3	81.4	82.3	Very High	Declined	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.4	95.7	95.7	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.7	93.7	93.7	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	77.3	86.5	86.5	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	<a href="#">Parental Involvement</a>	74.0	82.5	78.1	79.1	78.8	80.3	Low	Maintained	Issue

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

- The overall education quality at Cooper's Crossing is still very high at 92.4% satisfaction.
- Student growth and achievement in the area of citizenship is rated very high (86.4%).
- Over the last three years, 92% of parents agree that students are engaged in their learning at school.

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

- Access to learning supports and services has declined. (77.3% satisfaction).
- Parental involvement and volunteerism at Cooper's has declined significantly at 74%, compared to 82.5% the previous year, and needs to be addressed. The fact that only 23 parents completed this survey is an indication of this involvement.
- Over the past three years, 75.3% of student's agree that they are engaged in their learning.

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**How Might We:** Continue to uphold our high literacy achievement, while improving our numeracy rates by 15% (grade 1 – 3, grade 4, grade 5) over the next three years.

**School Goal 1:** By June 2024, our numeracy achievement will indicate an increase in the number of students at or above grade level by 5% per grade grouping.

### Data that informed this goal:

- Grade 1 to 3 – 55% at or above grade level (2022 – 2023 Numeracy Assessment)
- Grade 4 – 56% at or above grade level (2022 – 2023 MIPI Data)
- Grade 5 – 44% at or above grade level (2022 – 2023 MIPI Data)

### Connection to the practice guide(s):

- Inclusive Education Practice Guide (pg. 14)
  - Multiple Means of Representation
    - “Provide all learners with multiple ways to acquire information and to learn.”
- Instruction and Assessment Practice Guide (pg. 9)
  - Assessment
    - “Assessment is to be ongoing, meaningful, consistent, and accurate for all students, embracing multiple forms of assessment as significant processes for student success.”
- Professional Learning Practice Guide (pg. 8)
  - Innovative
    - “Effective professional learning is dynamic, current and is designed to be responsive to ever changing contexts.”

### Strategies:

- Engage in analysis of current data including the MIPI for grades 4 & 5, and the Alberta Numeracy Screen Tool for grades 1, 2 & 3.
- Foster rich conversations regarding mathematics instruction at staff meeting and professional learning days, focusing on current research and pedagogical methods.
- Professional Learning Plan – Learn about, and source, new resources that support new curricular outcomes.

### Measures:

- Results of the 2023 – 2024 MIPI and Alberta Numeracy Screening Tool
- Ongoing feedback and formative observations from teachers regarding student achievement.

### Parents can:

- Work with their children at home on basic math concepts through games or other tools provided by the teacher.

<ul style="list-style-type: none"> <li>Reach out to their child's teacher if they have specific questions/concerns/suggestions regarding their child's mathematics achievement.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>Goal was discussed at Nov. 16 staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>To date, teachers have seen a positive correlation between small group intervention and student achievement.</li> <li>School-based, divisional, and provincial numeracy assessments have been completed/are ongoing and data will be analyzed on an ongoing basis.</li> <li>The creation of a flex space in the school has provided teachers greater flexibility to meet student needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No adjustments needed at this time.</li> <li>Upcoming decision to be made regarding the \$11,800 of learning disruption funding and how it can impact this goal.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>Goal was discussed at March 13<sup>th</sup> staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>Jen Saville has been providing numeracy intervention via the \$11,800 learning disruption funding.</li> <li>Dawn Granley and Chelsey Schubert, RVS learning specialists, are embedded in the school and working with teachers to improve instructional design</li> <li>Initial analysis of 2023 – 2024 divisional data show signs of improved student achievement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No adjustments needed at this time.</li> </ul>

## 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).

**How Might We:** Increase student's sense of purpose as members of the global community.

**School Goal 1:** By the end of the 2023 – 2024 school year, 50% of students will be able to reflect on how they have positively impacted the community they are a part of.

### Data that informed this goal:

- Cooper's Crossing School's citizenship score on the Alberta Education Assurance Measure Survey – A decline from 89.5% to 86.4%
- Staff's observations and conversations regarding students' ability to make personal connections to the school community, the community they live in, and the global community.

### Connection to the practice guide(s):

- Instructional & Assessment Practice Guide (pg. 7)
  - "Move beyond classroom walls."
  - "Engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights."
  - "Connecting learning to real-life experiences... create a bridge between what is learned in the classroom and why this knowledge is important to the world outside the classroom."
- Professional Learning Practice Guide (pg. 7)
  - Community Engagement
    - "Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation."
- Inclusive Education Practice Guide – (pg. 16)
  - Shared Vision
    - "Establish a culture of professional trust where everyone on staff is committed to a shared narrative of the school, to each other and to all students to bring that shared narrative to life."

### Strategies:

- Staff are encouraged, celebrated, and have opportunities to share how they are supporting students in the student's reflective process.
- Intentional communication home that encourages parents to have conversations around connecting to the global community.
- Professional Learning Plan – Teachers will explore opportunities and resources to help strengthen their ability to teach global citizenship.

### Measures:

<ul style="list-style-type: none"> <li>• Number of classroom and school requests to learning support and/or child development advisor for support that expands understanding of cultural diversity (RVS Four Year Plan)</li> <li>• Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (AB Education)</li> <li>• Number of “Gotchas” that reflect making a positive impact on the school community.</li> </ul>		
<b>Parents can:</b> <ul style="list-style-type: none"> <li>• Engage in reflection with their student on how they are impacting the global community.</li> <li>• Attend student-led conferences to hear about related celebrations, successes, and growth.</li> <li>• Read weekly teacher newsletters.</li> </ul>		
<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li>• Goal was discussed at Nov. 16 staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>○ Staff discussed a variety of initiatives and events that are helping to achieve this goal. (Ex: MyBlueprint reflections, Indigenous celebrations, patrollers, etc.)</li> <li>○ Discussion was had regarding how to ensure we are having students make connections both locally and globally.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments needed at this time.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• Goal was discussed at March 13<sup>th</sup> staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>○ We have many community-based events to celebrate that are helping us achieve this goal: Christmas Card delivery, community clean-up, winter concerts, student vendor Christmas market.</li> <li>○ We also have many school-wide practices/traditions that are helping us achieve this goal: Food Bank Drive, Trekking Thursdays and Walking Wednesdays, Earth Day celebrations, Jump Rope for Heart, World Read Aloud Day, Indigenous student award recognition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments needed at this time.</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.

**How Might We:** Continue to foster a safe, healthy, and inclusive environment at Cooper's Crossing School.

**School Goal 1:** We will increase our PBIS tiered fidelity inventory by 5% by the end of the 2023 – 2024 school year.

**Data that informed this goal:**

- June 2023 in-school student survey results
- May 2023 tiered fidelity inventory score
- PBIS school committee feedback

**Connection to the practice guide(s):**

- Instructional & Assessment Practice Guide (pg. 4)
  - Relationships: "It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. Each student is to be treated as a unique individual."
- Inclusive Education Practice Guide (pg. 11)
  - Approach to Implementation: "Shared Vision – Stakeholders share an understanding of and commitment to intended outcome(s)."
- Professional Learning Practice Guide (pg. 14)
  - "Qualitative and quantitative data collected at the school, district and provincial levels are analyzed to determine, review and confirm school and district priorities."

**Strategies:**

- Engage our staff and students through celebrations and recognition.
  - Examples – assemblies, morning announcements, gotchas
- Engage our larger community through ongoing communication.
  - Examples - weekly class and school newsletters
- Professional Learning Plan – Continue to partner with divisional staff who have, and will continue, to share insights and knowledge when attending our PBIS committee meetings.

**Measures:**

- AB Education survey data
- In-house student & parent survey data
- May 2024 tiered fidelity inventory percentage
- PBIS School Committee feedback

**Parents can:**

- Attend school council and assemblies.





<ul style="list-style-type: none"> <li>Use PBIS language at home that is featured each week in the school newsletter.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	<ul style="list-style-type: none"> <li>Goal was discussed at Nov. 16 staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>PBIS continues to be a strong and positive force in the school, with our second round of school wide posters (safety) coming soon.</li> <li>Gotchas are valued by students and are working to promote our three key expectations – Be Safe, Be Kind, Be Responsible.</li> <li>Discussion had regarding how we celebrate rather than just acknowledge more cultural days.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No adjustments needed at this time.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>Goal was discussed at March 13<sup>th</sup> staff meeting. The following was noted:                             <ul style="list-style-type: none"> <li>Safety posters are in production and will join the pre-existing responsibility posters already visible in the school.</li> <li>Work will begin as we re-visit our school-wide matrix to ensure there are site specific I Can statements and associated pictures that can be used as early as this spring.</li> <li>Restorative practices and circles are now being used more often to work with students when discipline issues arise.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No adjustments needed at this time.</li> </ul>

## Summary of School Goals

**COOPER'S  
CROSSING SCHOOL**

**School Goals for 2023 - 2024**




As we work as a team to continue making Cooper's Crossing the amazing place it is, here are the goals we are committed to working towards through our School Education Plan.



**How Might We - Improve our numeracy rates by 15% over the next three years.**

**Short Term Goal:** By June 2024, our numeracy achievement will indicate an increase in the number of students at or above grade level by 5% per grade grouping. (Grade 1 -3, Grade 4, Grade 5)


**01**



**How Might We - Increase student sense of purpose as members of the global community.**

**Short Term Goal:** By June 2024, 50% of students will be able to reflect on how they have positively impacted the community they are a part of.

**02**



**How Might We - Continue to foster a safe, healthy, and inclusive environment at Cooper's Crossing School.**

**Short Term Goal:** By June 2024, our PBIS tiered fidelity inventory score will increase by 5%.

**03**

## School Council Review

### Presentation of School Education Plan

School council comments:

*Signatures indicate agreement with the plan.*

**School Council Chair signature on behalf of the parents and community of Cooper's Crossing School.**

**Principal signature on behalf of students and teachers of Cooper's Crossing School.**