



École Edwards Elementary

# School Education Plan 2023/24



March 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

École Edwards Elementary is a lovely K-5 school community in Airdrie where students belong, learn, and succeed. The school has a rich 40-year history in Airdrie and has dual-track English and French programming, which fosters diversity of all languages and cultures.

Our school is an exciting place to be. Students work and learn throughout the school in classrooms, learning pod spaces, the learning commons, and in other collaborative spaces. At Edwards, we truly care for all students. Students are supported in their learning goals by a learning team: teachers, learning assistants, learning support teachers, and administration. We collaborate often about how to best meet student needs and work closely with parents to help us best understand students. Ultimately, we desire to develop and empower leaders and learners!

**Our Mission and Vision**  
 École Edwards Elementary School

**Mission**  
 At École Edwards we develop and empower leaders and learners.

**We believe**

- Reading is the foundation for successful life-long learning
- Students' needs differ and it is our responsibility to help each learner reach their own personal excellence
- Together we recognize and celebrate the success of everyone
- Our learners are prepared to be leaders for life

**Vision**  
 Together we belong, learn, and succeed.

**Our PBIS School-Wide Expectations**  
 École Edwards Elementary School

**PBIS**  
 Positive Behaviour Interventions & Supports

At École Edwards we expect all students, staff, and parents to demonstrate leadership by:

- showing belonging
- showing care
- being independent
- doing our best

To achieve the RVS Four-Year Plan goals École Edwards continues to focus on providing strong literacy and numeracy opportunities, inclusive learning with a focus on ensuring everyone belongs, and creating positive, safe spaces through our PBIS program and school Matrix.

This year for 2023-2024 the Edwards School Team is focusing on 3 main areas to help further develop student growth in learning:

- *Advancing literacy and numeracy skills*
- *Building future ready students as leaders*
- *Creating safe, caring, and inclusive learning for all*

Every child's interests, passions, and needs are at the center of our programming. At Edwards we care about the development of the whole child. We endeavour to create learning environments that foster student voice, choice, fairness, compassion, diversity, citizenship, opportunity, and community engagement.

As a dual-track French Immersion school, we strive to create learning opportunities that promote cultural appreciation, curiosity, and visibility for all. This year our school has created a new vision in which at Edwards we foster belonging, learning and success. We not only want students to feel like they belong, but also that they are empathetic, resilient, active, and valued members of their school community and in the community in which they live.

Ms. Rachelle Prud'Homme, Principal and Mme Veronica Hooper, Assistant Principal

## School Profile

<p><b>Principal:</b> Ms. Rachelle Prud'Homme</p> <p><b>Assistant Principal:</b> Mme Veronica Hooper</p> <p><b>Website:</b> <a href="https://edwards.rockyview.ab.ca/">https://edwards.rockyview.ab.ca/</a></p> <p><b>Twitter:</b> <a href="https://twitter.com/ecoleedwards">https://twitter.com/ecoleedwards</a></p>	<p><b>Mission:</b> At École Edwards we develop and empower leaders and learners.</p> <p><b>Vision:</b> <i>Together we...Belong Learn Succeed</i> <i>Ensemble nous... Appartenons Apprenons Réussissons</i></p> <p><b>Beliefs:</b></p> <ul style="list-style-type: none"> <li>• reading is the foundation for successful life-long learning</li> <li>• students' needs differ and it is our responsibility to help each learner reach their own personal excellence</li> <li>• Together we recognize and celebrate the success of everyone.</li> <li>• Our learners are prepared to be leaders for life.</li> </ul>
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**Total Number of Students:** 685

**Grades Served:** K-5

**Total Number of:**

- Classroom Teachers: 33
- Learning Support Teacher(s): 2
- Learning Assistant(s): 13
- CDA (Child Development Advisor): 1
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 5

### School Diversity Profile

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

Notably, [7 percent](#) of our students self-identify as Indigenous students.

English as an Additional Language (EAL) learners represent [7 percent](#) of our school population. The most common first languages for these students are Polish, Punjabi, Russian, Spanish, Cree, Hindi, Estonian, Dutch, Thai, Urdu, Mandarin, Cantonese, Italian, and Tagalog.

As an inclusive school, we welcome [11 percent](#) of our students who have significant learning needs.

Additionally, our school's unique features include:

- *At Edwards we focus on creating a positive school culture through the implementation of our House Team Program and PBIS that focuses on celebrating positive student contributions to our school community.*
- *We focus on relationships and making connections first.*
- *We have excellent music programming, a wonderful Learning Commons Space, 4 large learning spaces outside of classrooms called pods, and spacious play areas outside.*
- *We have learning buddies with other classrooms and have multiple opportunities for student leadership across the school, regular community partnerships, and opportunities to learn languages.*

## Student Feedback from Spring 2023

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

- Student announcements, suggestions, and jokes
- Concerts and school-wide events such as Terry Fox Run, Indigenous guests, French Culture Week, Socktober
- Teachers and staff are kind and helpful
- Skiing, Grade 5 camp, End of Year Field Trips

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

- More student leadership opportunities in the school
- Student clubs and more activities at recess

## Parent Feedback from Spring 2023

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

- Communication from the school makes parents feel connected
- Safe, welcoming, positive school atmosphere with a strong sense of community
- PBIS; parents love the monthly reviews of the expectations
- Our school offers lots of opportunities to learn about different languages and cultures, particularly with Indigenous and French opportunities

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

- Increased access to purposeful Physical Education teaching and learning
- Proactive measures to establish norms and promote student independence and well-being during unstructured times
- Next steps to support literacy and numeracy to target data collected this year
- More explicit teaching around technology
- More student leadership opportunities across the grades in the school

## RVS Four-Year Plan Survey Results

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

- 90% of students agree that they respect all cultures and ways of being
- 86% of students feel they learn about things that are important and that their learning is useful
- 88% of students know they can do well in school

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

- 77% of students feel confident in reading and understand what they read
- 77% of students indicate that they can receive help when they need it in their learning
- 74% of students indicate they can use math skills to solve problems

[Link to the results can be viewed on our website.](#)

## 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	18%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	40%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	61%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	83%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	62%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	77%

What does this data tell us is going well?

- **PBIS strategies and supports are very strong across the school**
- **Supporting students with IPPs to achieve their goals, using strength-based, student-centered approaches.**
- **Student attendance and English reading scores are satisfactory**

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

- **Student skills and knowledge in mathematics for grade 4 and 5 needs improvement**
- **French reading levels need further support and improvement**

# Alberta Education Assurance Measure Results



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

School: 5203 Ecole Edwards Elementary School

Assurance Domain	Measure	Ecole Edwards Elementary			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>	81.6	84.7	84.7	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	87.0	79.4	80.6	80.3	81.4	82.3	Very High	Improved	Excellent
	<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>	88.9	91.7	91.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WGRSLE)</a>	88.7	85.8	85.8	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	71.1	67.1	67.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	70.2	59.0	65.0	79.1	78.8	80.3	Very Low	Maintained	Concern

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

- Quality of Education
  - 99% of students agree their teachers are very good and they care
  - 97% of students agree they are encouraged to do their best, and 95% agree they can get help at school with their learning and for issues not related to school.
  - 91% of parents are satisfied with the quality of teaching at Edwards
  - 100% of teachers agree students find schoolwork challenging
- Citizenship
  - 97% of students agree most students help each other
  - 90% of students are proud of their school
  - 94% of parents feel the school is safe and their child is encouraged to do their best
  - 100% of teachers agree students respect each other

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

- Parent involvement
- Access to Supports and Services

[Link to the results can be viewed on our website.](#)

## 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 engage students in their literacy and numeracy success?

**School Goal:** *Students are achieving success in math, reading, and writing at or above grade level.*

**Data that informed this goal:**

- FP, GB+, CC3, LeNs and the Numeracy Screening assessment data
- 18% of students are at or above grade level in math scores for the MIPI (gr. 4-5), however 60% of students in grade 1-3 are performing at or above grade level in mathematics using the Alberta Numeracy Screening Assessment
- 40% of students are at or above grade level in French reading (GB+)
- 61% of students are at or above grade level in English reading (BAS with FP)

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

- RVS Literacy & Numeracy Framework, pages 3-4 literacy and numeracy progressions
- RVS Inclusion Guide, pages 12-14 multi-tiered system of supports, PBIS, and UDL
- RVS Instruction and Assessment Framework, page 7 Designing Learning
- RVS Instruction and Assessment Framework, page 9 Assessment

**Strategies:**

- Our focus for year one will be literacy and year two will be numeracy.
- Complete inventory of school practices in order to build consistency for resources used, instructional strategies, and assessment reporting.
- All teachers will use the Alberta Ed. Literacy and Numeracy Progressions, working with grade teams to share strategies and plans.
- Foster a love of learning in literacy – bring in authors and guests, create celebrations and literacy contests, building French language learning across the school
- Literacy and Numeracy Games Night
- Regularly working with students to set and reflect on learning goals – in print and online.
- Teacher meetings for grade team sharing, planning, and assessments.
- Responding to intervention, guided reading, writing and math work, small group across classes.

**Measures:**

- The number of students at or above grade level in reading, writing and math skills
- Alberta Education Assurance Measure results
- RVS Education Plan Survey results

**Parents can:**

- Practice at home daily with their child reading, writing, and math skills.
- Check myBlueprint and PowerSchool regularly. When there is a question, ask your child and the teacher.
- Have conversations at home about success in learning and the commitment and perseverance it takes, how to have a growth mindset and push through when things are difficult, and how to ask for help from school staff when needed.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Discussed goal and strategies during School Design Team Meeting on Nov. 9, and All Staff Meeting Nov. 14, goals were also shared in October for staff and parent input.</li> <li>• On Nov. 20 PL day introduced literacy and numeracy progressions and reviewed the RVS Literacy and Numeracy Framework resources.</li> <li>• Literacy and Numeracy Games Night was successful on Nov. 21.</li> <li>• Assessment data is improving from last year's results.</li> <li>• French Language Monitor promotes French Immersion learning across K-5</li> <li>• Targeting intervention for French Immersion students with part time teacher; small and large group supports for English literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Started Literacy and Numeracy Inventory across the school to collect data on practices and resources, this will take all year and become a working document.</li> <li>• Consider designing ways to celebrate literacy and numeracy achievement on a regular basis.</li> <li>• We have been informed about Learning Disruption Funding available to the school to support students in their learning.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Completion of and continuing to work on the school's literacy and numeracy inventory to identify strategies and resources used by teachers</li> <li>• Celebration of Literacy in February during literacy week with special activities and school-wide reading</li> <li>• School-wide Have a Heart Day – all students took time to write letters to</li> </ul>	<ul style="list-style-type: none"> <li>• RVS Learning Specialists are coming to the school for a residency in April to work alongside teachers and bolster interventions, supports, and programming</li> <li>• Consider ways to create celebrations and literacy/numeracy contests</li> <li>• Consider ways to celebrate IPP goals with students and parents</li> </ul>

	<p>our MLA in support of Indigenous children’s rights to safety</p> <ul style="list-style-type: none"> <li>• French Culture Week promoted language literacy and vocabulary building across the school with hands-on activities, projects, and cross-curricular activities.</li> <li>• Hired two part time teachers for literacy and numeracy intervention, for 3 months, supporting about 300 students.</li> <li>• March 11 PL Day Learning Session with learning specialists – reviewing the layers of literacy with cross-curricular activities and using AI tools</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to encourage teachers to go to the RVS website for literacy and numeracy resources and using the progressions documents.</li> <li>•</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).

### How might we build student leadership across the school community?

**School Goal:** *Students have a sense of purpose in life, understand their own and other cultures, and are goal oriented, building leadership skills.*

**Data that informed this goal:**

- Students and parents want to have more leadership opportunities in the school and in the community.
- RVS Ed Plan Survey 55% of students agree that they work with their teacher to set goals for their learning
- RVS Ed Plan Survey 90% of students agree that they appreciate all cultures and ways of being, but only 72% of parents agree that their child learns about global and cultural diversity.
- RVS Ed Plan Survey 84% of students agree they can make good choices when things don't go their way, while 55% of parents feel that their child has the ability to face difficulties.

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

- RVS Inclusion Guide, page 3 learning model
- RVS Inclusion Guide, pages 9-10 beliefs, principles, and approaches for Indigenous Education and Mental Health
- RVS Inclusion Guide, pages 12-14 multi-tiered system of supports, PBIS, and UDL

**Strategies:**

- Regular goal setting and learning reflections, connected to student competencies and learning outcomes, using print and digital tools such as myBlueprint.
- We will specifically focus on communication, problem-solving, cultural and global citizenship, and personal growth and well-being over the next 2 years.
- Explicitly talking/teaching about Alberta Student Competencies and encouraging students to see and recognize their skills in their learning, projects, and leadership opportunities. (For example, I can be a good communicator (grade 1).
- Practicing and Supporting PBIS – We Belong (Cultural and Global Leadership and Personal Growth & Well-Being), We Care (Communication and Collaboration), We Do Our Best (Problem Solving and Critical Thinking), We Are Independent (Managing Information & Creativity & Innovation).
- Create student leadership opportunities across the school with buddy classes, language buddy classes, lunch clubs, daily/weekly announcements, recess helpers, student council.
- Communications to families from teachers and the school will be designed to support and highlight efforts in this goal.

**Measures:**

- Results from the Our School Survey in the spring of 2024
- The number of students that participate in leadership opportunities in the school and community
- The number of student leadership opportunities across the school
- The number of students engaging with myBlueprint to showcase learning goals and growth
- Increased student engagement in learning resulting in an increase of achievement levels

**Parents can:**

- Check myBlueprint and PowerSchool regularly for assessments and updates in their child’s goals and learning.
- Have conversations at home that support PBIS, learning goals, student leadership, student competencies, and cultural diversity.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• School communications have been improved and tweaked to target key messaging about learning and goals.</li> <li>• Discussed goal and strategies during School Design Team Meeting on Nov. 9, and All Staff Meeting Nov. 14, goals were also shared in October for staff and parent input.</li> <li>• Classrooms are using myBlueprint and setting learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to develop a way to build and track student leadership opportunities across the school.</li> <li>• We need to further discuss as a staff the Alberta Education student competencies and how they can be used and embedded in learning.</li> </ul>

<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Increased number of student leadership opportunities: student clubs, creation of a student leadership activity request form, student-led announcements, leadership jobs across the school for those on movement breaks, student leaders at recess, grade 5 recess buddies and bus buddies</li> <li>• Student Council created an event in February called Love Lollies raising over \$600 for the Airdrie Health Foundation</li> <li>• Parents shared ways that their children are leaders at school and at home in a school survey</li> <li>• Increased opportunities for staff and students to learn from an Indigenous Elder with classroom visits</li> <li>• Hands-on learning opportunities across the school: genius hour, creating inventions, adopting teddy bears, participating in a Food Bank drive (GEAR), skiing, inline skating, Minecraft projects</li> <li>• Celebrated various cultural groups and had guest performances, virtual author visit, classroom learning activities for Black History Month, Metis Awareness Week, Truth &amp; Reconciliation, Diwali and Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>• Begin tracking of community partnerships across the school</li> <li>• Create opportunities to showcase myBlueprint with staff, to share ways of using it effectively and purposefully</li> <li>• Increase learning opportunities for staff to visit classrooms, have myBlueprint gallery walks, and share expertise in areas of strength</li> <li>• Build in opportunities to explicitly teach students mindfulness, self-awareness, social/emotional regulation</li> <li>• Saa’Kokoto, an Indigenous Elder visited the school and classrooms four times throughout the year for learning lessons and staff smudges</li> <li>• Consideration the creation of a Cultural Awareness Team with staff, students, and parents to design school activities or a special event to showcase family cultures &amp; diversity</li> </ul>
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## 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. Students are self-aware, focused and demonstrate perseverance and resilience.

### How might we create inclusive, engaging, and healthy learning opportunities for all students?

**School Goal:** *Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner.*

**Data that informed this goal:**

- RVS Ed Plan Survey 54% of parents feel that their child feels successful and has support for success at school, whereas 88% of students know they can do well and can get help with work.
- RVS Ed Plan Survey 85% of students feel that they know how to make a positive impact on others, while 52% of parents agree their child is taught about viewing multiple perspectives
- RVS Ed Plan Survey 70% of parents
- PBIS Tiered Fidelity 83% was a strong result, but we still have room to grow and improve.

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

Inclusion Practice Guide page 9-11, page 13

**Strategies:**

- PBIS: We Belong, We Care, We Do Our Best, We Are Independent
- Students' success with sticker chart (PBIS TFI). Celebrate ALL students including those that are consistently successful.
- Presentations at School Council for parents to build wellness and resiliency at home
- Teacher meetings with admin and learning support for IPPs, PLPs and Class Reviews
- Responding to Intervention and Multi-Tiered System of Supports
- Effectively communicate home information about school events and student learning
- Wellness center and CDA supports
- Building trust and positive relationships with staff, students and parents.
- Breakfast program/snacks, student care program
- Celebrating and communicating successes often

**Measures:**

- (ABEd) Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- (ABEd) Overall teacher, parent, and student agreement that learning environments are welcoming, caring, respectful, and safe.
- (ABEd) Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
- (RVS) Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.

**Parents can:**

- Join School Council presentations about supporting student mental health and wellness at school and at home

- Work with the school to determine appropriate access to services, and work with the provided services both in and out of school to support their children at home, in the community, and at school
- Learn about PBIS: read the monthly newsletters that give explicit ideas on how to reinforce PBIS language and expectations at home and at school
- Participate in open-house events that celebrate student learning, diversity, and school culture
- Volunteer in and out of school, share their thoughts at School Council and in surveys

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Discussed goal and strategies during School Design Team Meeting on Nov. 9, and All Staff Meeting Nov. 14, goals were also shared in October for staff and parent input.</li> <li>• Parent Wellness Tips are going well during each council meeting. Increased parent and teacher participation in council meetings.</li> <li>• Breakfast Program, snacks and student care is all up and running. More funds were given to support programs from School Council.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus more on celebrations – for student learning, PBIS and for staff – develop multiple ways to celebrate successes – PBIS assemblies, School Council, School communications, monthly shout outs.</li> <li>• We are improving our physical education programming with a teacher specialist this year.</li> <li>• Working with divisional specialists to help us respond to student needs and develop specialized plans for support.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Increased student learning opportunities with inclusive baking and cooking groups, enrichment literacy and math learning groups, intervention learning groups, social emotional small groups</li> <li>• Increasing number student clubs – staff or student led – choir, chess, art, friendship bracelets, reading, coding, musical theatre</li> <li>• PBIS monthly focus and grade group virtual assemblies and/or videos</li> <li>• Developed new PBIS matrix for playground expectations</li> <li>• Started developing an École Edwards student conduct policy using the PBIS language for staff, students, and parents</li> <li>• We added a Wellness Centre time during afternoon recess</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to focus on staff wellness with a focus on thriving: affirmations, surveys, strengths inventories, team focus, and wellness activities</li> <li>• Stepping Stones for Mental Health class lessons and visits</li> <li>• Boys and Girls club mentors</li> <li>• Refer to supervisors at recess as coaches – to coach students in play activities and engage with them</li> <li>• Start making updates to the PBIS expectations and make matrixes for other spaces in the school</li> <li>• Continue to have Collaborative Problem Solving meetings and Class Review Meetings to support teachers and students</li> </ul>

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- The goals look great and they seem attainable.
- We like how the goals will continue over a 3-year period.
- The leadership focus is an important one, as it pertains to life skills.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**

A handwritten signature in black ink, appearing to read "Jocelyn Colledge". The signature is written in a cursive style with a large initial 'J'.

**Principal signature on behalf of students and teachers of École Edwards Elementary**

A handwritten signature in black ink, appearing to read "F. P. Anderson". The signature is written in a cursive style with a large initial 'F'.