

École Edwards Elementary

School Education Plan 2024/25



November



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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 wonderful K-5 school community in Airdrie where students belong, learn, and thrive. With a rich 40-year history, the school offers dual-track English and French programming, promoting diversity in 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 other collaborative areas. At Edwards, we genuinely care for all students. They are supported in their learning goals by a dedicated team of teachers, learning assistants, learning support teachers, and administrators. We frequently collaborate to best meet student needs and work closely with parents to better understand each student. Ultimately, we aim to develop and empower both leaders and learners!

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

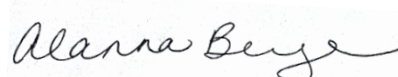
For the 2024-2025 school year, the Edwards School Team continues concentrating on three main areas to further enhance student growth in learning:

1. Advancing literacy and numeracy skills
2. Preparing students to be future-ready leaders
3. Creating safe, caring, and inclusive learning environments for all

Every child's interests, passions, and needs are at the heart of our programming. At Edwards, we care about the development of the whole child. We strive 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 embraced a new vision: fostering belonging, learning, and success at Edwards. We aim for students to not only feel a sense of belonging but also to become empathetic, resilient, active, and valued members of both their school and local community.

- Ms. Rachelle Prud'Homme, Principal and Mme Alanna Berger, Assistant Principal




Our Mission and Vision

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

École Edwards, nous formons les apprenants pour qu'ils deviennent des chefs qui ont un impact positif.

Vision
Together we belong, learn, and succeed

Ensemble nous appartenons, apprenons et réussissons.

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





Our PBIS School-Wide Expectations

Positive Behaviour Interventions & Supports **PBIS**

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

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



We care
Nous sommes
attentive(s)



We do our best
Nous faisons de
notre mieux



We are Independent
Nous sommes
indépendants



We belong
Nous appartenons

School Profile

<p>Principal: Rachelle Prud’Homme</p> <p>Assistant Principal: Alanna Berger</p> <p>Website: https://ecoleedwards.rockyview.ab.ca/</p> <p>X: https://twitter.com/ecoleedwards</p> <p>Facebook: https://www.facebook.com/ecoleedwardselementary/</p> <p>Instagram: https://www.instagram.com/ecoleedwardselementary/</p> <p>We are a PBIS School! (Positive Behaviour Interventions & Supports) Our PBIS School-Wide Expectations are:</p> <ul style="list-style-type: none"> - WE BELONG/ NOUS APPARTENONS - WE CARE/ NOUS SOMMES ATTENTIONNÉS - WE ARE INDEPENDENT/ NOUS SOMMES INDÉPENDENTS - WE DO OUR BEST/ NOUS FAISONS DE NOTRE MIEUX 	<p>Mission: At École Edwards we develop and empower leaders and learners.</p> <p>Vision: <i>Together we...Belong Learn Succeed Ensemble nous... Appartenons Apprenons Réussissons</i></p> <p>Beliefs:</p> <ul style="list-style-type: none"> • 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 • Reading is the foundation for successful life-long learning • Together we recognize and celebrate the success of everyone. • Our learners are prepared to be leaders for life.
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Total Number of Students: 672

Grades Served: K-5, 25 classrooms gr. 1-5, 5 Half-Day Kindergarten classrooms

Total Number of:

- Teachers: 32
- Learning Assistant(s): 11
- Learning Commons Facilitator(s): 1
- Caretaking staff: 5
- Learning Support Teacher(s): 2
- CDA(s)/Guidance Counsellor(s): 1
- Office staff: 3

School Diversity Profile

As with all Rocky View Schools, reflects a rich and diverse learning community. Notably, [5 percent](#) of our students self-identify as Indigenous students. English as an Additional Language (EAL) learners represent [10 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 [10 percent](#) of our students who have significant learning needs. Additionally, our school’s unique features include:

- At Edwards we are a dual-track English and French Immersion School;
- We focus on creating a positive school culture through the implementation of our 4 School-Wide PBIS Expectations that focus on celebrating positive student contributions to our school community;
- We focus on relationships and making connections first. Together, everyone is a part of the Edwards Team, thriving as learners and leaders;
- 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, many community partnerships, and opportunities to learn languages.

Student Feedback from Spring 2024

Student feedback was gathered in classrooms across K-5, this is a summary of the main themes from their voices and input.

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

- Positive interactions with teachers and staff
- Fun and engagement in gym activities and the new playground
- Appreciation for music classes and concerts
- Interest in learning a new language, using technology, and exploring subjects like math and art
- Excitement for various school events, including spirit days, concerts, and assemblies
- Opportunities for extracurricular activities, field trips, clubs, and leadership

What do students think could be worked on or improved?

- Recess improvements: manage conflicts, equipment sharing, playground schedules, address unkind behavior, and teach good sportsmanship
- Student conduct in the hallways: reduce noise, crowding and inappropriate behaviour
- Enhance classroom and school environment: larger coat cubbies, more math activities, frequent goal setting, and tools to avoid distractions
- Increase recognition and rewards: more PBIS stickers, achievement awards, and fun incentives like pizza parties or extra recess.
- Expand extracurricular and leadership opportunities: more field trips, math/book clubs, buddy class activities, and leadership roles; consider having a school pet.

Parent Feedback from Spring 2024

This survey included feedback from 129 parents. Below is a summary of the main themes.

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

- Effective communication between teachers, school, and parents.
- Positive school atmosphere with supportive and caring staff.
- High quality and engaged teachers fostering a love for learning.
- Enjoyment of special events, extracurricular activities, and community involvement.
- Strong support for reading, writing, and literacy programs.
- Celebration of diversity and inclusivity within the school.
- Students' academic and social development is progressing well.
- Appreciation for fun lunches, short Fridays, and special programs like the breakfast program.

What do parents think could be worked on or improved?

- **Promoting Safety and Respect:** Parents support enhanced safety measures and positive behavior initiatives for a secure, respectful school environment.
- **Improving Communication:** Parents value consistent, streamlined updates from teachers on student progress, behavior, and activities.
- **Increasing Classroom Support:** Parents advocate for more staff and resources to assist teachers and support diverse student needs.
- **Enhancing Outdoor Activities:** Parents call for more outdoor play, better playground access, and less screen time during breaks to boost social interaction.
- **Celebrating Diversity and Learning:** Parents suggest recognizing cultural events, organizing more field trips, and balancing the national anthem with land acknowledgments.

RVS Assurance Results

	Data Source	Results as of Most Recent 2023-2024
Percentage of students at or above grade level on EICS Math Assessment grades 4-10 for numeracy.	EICS Math Assessment 2024	Gr. 4 & Gr. 5 43%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 5.	Groupe Beauchemin+	Gr. 1 63% Gr. 2 56% Gr. 3 27% Gr. 4 36% Gr. 5 33%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	Gr. 1 43% Gr. 2 57% Gr. 3 63% Gr. 4 70% Gr. 5 73%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	76%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered Inventory by PBIS specialist	90%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	71%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	75%

What does this data tell us is going well?

- PBIS strategies and supports are highly effective across the school.
- Supporting students with Individualized Program Plans (IPPs) to attain their goals, using strength based, student-focused strategies.
- The number of students who were absent has improved by 9% from the previous year.
- Student reading on Benchmark Assessment System (BAS) improved by 8% over last year.
- FI student reading at or above grade level on the GB+ has improved by 19% overall.
- Our rate for student attendance improved by almost 10% from last year.

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

- Although the number of FI students reading at or above grade level on the GB+ has improved, further improvement is needed in certain grades.
- Although student reading on BAS improved, further improvement is needed in certain grades.
- Our numeracy data needs to improve across all grades, but the assessments were new this year to students, which impacted their scores and performance.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	89%
The percentage of students who value school outcomes.	89%
The average score for relevance, rigor and effective learning time.	74%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	82%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	74%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	69%

What does our data indicate is going well?

- Students who feel challenged in their core classes and feel confident of their skills in these areas – 5% above the Canadian average.
- 82% of students believe our school staff emphasizes academic skills and hold high expectations for all students to succeed.
- 95% of students pursue activities that are fun and interesting to them.
- 86% of students consider their own general health to be good to excellent.

What does our data tell us could be improved on?

- 70% of students are interested and motivated in their learning.
- 61% of students believe there are clear rules and expectations for classroom behaviour.
- 74% of students of students feel that learning time is relevant, rigorous and effective.

Alberta Education Assurance Measure Results

The results of this survey were completed by thirty-one parents from grade 4, ninety-two students from grade 4, and thirty-one Edwards teachers. It is an annual survey from Alberta Education for grades 4, 7, and 10.



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	Student Learning Engagement	87.2	81.6	83.1	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	74.5	87.0	83.2	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: 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	89.9	88.9	90.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.2	88.7	87.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.6	71.1	69.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	74.5	70.2	64.6	79.5	79.1	78.9	Low	Improved	Acceptable

What does our data indicate is going well?

- 87% student learning engagement
- 90% education quality
- 80% welcoming, caring, respectful, and safe learning environments

What does our data tell us could be improved on?

- 74% citizenship
- 72% access to supports and services
- 74% parental involvement

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate and are actively engaged in meaningful and relevant learning.

How might we engage students in their literacy and numeracy success?

School Goal 1:

To increase student skills in reading, writing, and math by 10 percent in all grades.

Data that informed this goal:

- Based on required assessments from RVS or Alberta Education, at certain times throughout the year: FP, Beauchemin GB+, Escalire (FI), CC3, LeNs, PAST, RAN, and the Numeracy Screening (GB+) 59% of students in grades 1-5 are at or above grade level in French reading.
- (BAS) 69% of students in grades 1-5 are at or above grade level in English reading.
- (RVS Writing) 76% of students in grade 3 are at or above grade level in Writing.
- (Numeracy) 75% of students in grades 1-3 are at or above grade level in Numeracy.
- (Dossier) 71% of students who are absent less than 10 per cent during the school year.

Connection to the practice guide(s):

- RVS Literacy & Numeracy Framework, pages 3-4 literacy and numeracy progressions
- RVS Inclusion Guide, pages 12-15 multi-tiered system of supports, PBIS, UDL, and Assessment
- RVS Instruction and Assessment Practice Guide, pages 7- 8 Designing Learning
- RVS Instruction and Assessment Practice Guide, page 9 Assessment

Strategies:

- Bolster resources for literacy and numeracy support:
 - Additional part time teacher for literacy and numeracy data tracking to monitor growth and improvement, teacher coaching, and student intervention and supports
 - Continue part time teacher for additional French Immersion literacy support, data tracking and assessment support
 - Purchase additional assessment or programming materials for literacy and numeracy
 - Enhance classroom reading materials and classroom libraries
- Teach students skills to manage various settings such as timed activities, and provide opportunities for students to re-do assessments, see exemplars for advancing and mastery, set goals, and improve in their work. Embed time for reflection and goal setting, and opportunities for challenges.
- Embed Indigenous practices into literacy and numeracy activities by learning on the land and with nature, engaging in storytelling, learning from guests or elders, and using Indigenous games or resources. Learning will be cyclical, spiraled, celebrated, and involve sharing, while being interconnected within all subject areas.
- Work with RVS Learning Specialists for additional training, coaching, and a 1-month school residency for teacher learning and support.

- Literacy and Numeracy Staff Team to discuss and design ways to enhance consistency of practices across the school, enhance communications home and recommendations for parents:
 - Creation of a School Policy to help build consistent practices across the school, outlining what a literacy block and numeracy block for learning looks like.
 - Increase student opportunities to practice high frequency words based on curriculum, math fluency, and vocabulary with games, home practice, and study habits.
 - Dedicated time weekly for challenges or games – to practice literacy and numeracy.
 - Building a home reading program or vocabulary/ word work program, as well as program alignment between grades and across classrooms.
- Increase student engagement and excitement in literacy and numeracy with literacy & numeracy games, guest author visits, contests, learning certificates, math and literacy challenges
- Celebrations in learning and growth – classroom and school-wide acknowledgement with Learner and Leader Awards, Weekly literacy and numeracy challenges, and daily news.
- Continue new attendance policy and procedures to increase student attendance with regular review meetings, Attendance Support Plans, and notifying parents with letters and awards.

Measures:

- Increased levels of student achievement in reading, writing, and math FP, Beauchemin GB+, Escalire (FI), CC3, LeNs, PAST, RAN, and the Numeracy Screening assessment data
- Increased parent involvement at home in literacy and numeracy – Fall and Spring School Survey
- Increased student excitement and engagement in literacy and numeracy activities – Fall and Spring School Survey

Parents can:

- Partner with classroom teacher to learn about their observations, assessments, and recommendations for student success and areas for growth.
- Ensure their child attend school regularly to optimize their learning success.
- Practice literacy and numeracy games at home with daily reading, writing, and math skills.
- Check myBlueprint and PowerSchool regularly. When there is a question, ask your child and the teacher about details.
- 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
December 6	<ul style="list-style-type: none"> • 3 School Design Team Planning Meetings to review school goals. • French Immersion Teacher Meeting to review practices and data to plan improvements, specifically in literacy. • 3 Literacy and Numeracy Team Planning Meetings to review data, policy, and next steps. 	Teachers need to engage in on-going, varied assessment practices and frequent check-ins to inform targeted interventions and supports.

	<ul style="list-style-type: none"> • Dec. 2 PL Day focused on building literacy and numeracy practices. • Indigenous Knowledge Planning Meeting to book guest author visits in January. • Providing supports to students across the school in small groups and one to one support for literacy and numeracy intervention. • Created a draft school policy, and aligning school-wide home reading/learning program. • Implemented new attendance policy - Teacher, office, and admin monitoring, letters of concern and celebrations have been sent out for Sept-Nov. 	<p>Bolster French language acquisition through French language celebration awards and encourage all staff to support 100% French speaking learning environments.</p>
April 4	•	•

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 and citizenship across the school community?

School Goal 2: *85% of our 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 school and in the community, from feedback in school surveys.
- % of students engaging with myBlueprint to showcase learning goals and growth.
- (OurSCHOOL) 74% of students feel learning has relevance and rigor.
- (OurSCHOOL) 78% of students set relevant, attainable goals and try to achieve them.
- (OurSCHOOL) 79% of students possess understanding of other cultures.
- 90% TFI PBIS Inteventory – this shows a strength for the school, with continued areas for growth

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:

- Grade teams will determine ways to teach and celebrate:
 - individual and group efforts that demonstrate PBIS expectations (stickers charts, stickers, points, passports, etc)
 - cultural diversity and acceptance of differences
 - study habits/skills, home learning practice, and rigour in learning
- Create a Culture & Diversity Team with parents to design purposeful school activities to build cultural awareness and knowledge; having a culture display in the school to celebrate and honour more global and cultural holidays.
- Every month, connected with the PBIS focus or character trait, students will participate in citizenship challenges that help make a difference in the school or community.
- Regular goal setting and learning reflections, connected to student competencies, PBIS, academic learning outcomes, and leadership attributes – featured on myBlueprint.
- Students will use printed methods and digital tools such as myBlueprint for reflection and celebration of their learning and leadership.
- Highlight recognition and celebrate student efforts with Edwards Leader and Learner Awards – focused on PBIS expectations and the Alberta Student Learning Competencies.
- Create student leadership opportunities across the school with buddy classes, language buddy classes, lunch clubs, daily/weekly announcements, recess helpers, student council, and clubs.
- Embed Indigenous practices into citizenship activities by learning on the land and with nature, engaging in storytelling, learning from guests or elders, and using Indigenous games or resources. Learning will be cyclical, spiraled, celebrated, and involve sharing, while being interconnected within all subject areas.

Measures:

- Results from the Our School Survey in the spring of 2025
- The number of students that participate in leadership opportunities in the school and community
- PBIS TFI scores are maintained or increase.
- 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 your 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
December 6	<ul style="list-style-type: none"> • 1 School Student Leadership Planning Meeting, several student council planning meetings. 	Proactively schedule school meetings

	<ul style="list-style-type: none"> • Indigenous Knowledge Planning Meeting to book and plan for Metis Week, year plan, and June. • Leader & learner awards started in October, including French speaking awards! • Successful round of student-led clubs in November. • Student leadership opportunities with the daily video news. • 1 meeting with new Parent Culture & Diversity Team in November. 	Completed PBIS staff, student, parent surveys
April 4	•	•

Creating inclusive, engaging, healthy learning opportunities for all 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 create inclusive, engaging, and healthy learning opportunities for all students?

School Goal 3: 85% of 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:

- PBIS Tiered Fidelity 90% was a strong result, but we still have room to grow and improve.
- (OurSCHOOL) 69% of students who report they are able to control their emotions and behaviors and maintain focus on a task.
- (Dossier) 74% of students with Individual Program Plans who are achieving their learning goals.
- (ABEd) 80% of teachers, parents, and students agree that learning environments are welcoming, caring, respectful, and safe.
- (ABEd) 72% of teachers, parents, and students agree that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Connection to the practice guide(s):

Inclusion Practice Guide page 9-11, page 13

Strategies:

- Teacher meetings and support for IPPs, collaborative problem solving, modified programming, Class Reviews, and Inclusion Support Meetings.
- Practice responsive, not reactive, student supports to complex behaviour to ensure safety for all – with a goal to maintain a safe, caring, and calm school. We have inclusive classrooms and if a student is struggling, staff will provide support and inform nearby classrooms only.
- Bolster our student supports by increasing efforts in tracking data, developing efficient systems, and ensuring parents are well-informed and involved. We will also implement a PBIS behaviour tracking tool with RVS on Dossier.
- Teach students about bullying awareness and conflict with Dare to Care, how to practice mindfulness with calm classroom practices using EduCalme, and teaching digital citizenship. Teachers will make connections to this learning with PBIS expectations.
- School surveys for student, staff, and parent feedback about PBIS, school supports in learning, and our school's positive culture. We are always looking for ways to grow and improve.
- Host parent learning sessions using Dare to Care online modules, purchased by School Council, to build awareness about bullying vs conflict.
- Teachers will join School Council Meetings as teams to share, celebrate, and present about learning opportunities in their grade, further building parent understanding and connections with teaching teams.
- Respond to Intervention and using a Multi-Tiered System of Supports – offering emotional and social learning groups, partnering with highschool mentors and boys and girls clubs, and additional staff to support English literacy, French literacy, and numeracy. Communicate our school's services and supports to families.
- Offer additional learning options and spaces: wellness center, learning commons, pod spaces, and the office; offering morning times for extra movement or music learning; and grade 5 explore classes focused on a variety of topics.
- Strong and effective communication home to parents from the school and classroom teachers – in particular, communicating about schools goals, literacy and numeracy, and learning supports.
- Continue efforts to have a positive, safe, and caring school culture by building trust and positive relationships with staff, students and parents, and focusing on thriving together.
- Continue daily nutritional breakfast program and snacks for students who are hungry or missing breakfast, and providing supports with our student care program to help with those families in need.
- Embed Indigenous practices into inclusive school supports and activities by learning on the land and with nature, engaging in storytelling, learning from guests or elders, and using Indigenous games or resources. Learning will be cyclical, spiraled, celebrated, and involve sharing, while being interconnected within all subject areas.
- Track and celebrate parent volunteers, host an annual Volunteer Appreciation Event, make visible to staff and families the ways parents are involved in the school.

Measures:

- Maintain high score for the PBIS Tiered Fidelity
- (OurSCHOOL) number of students who report they are able to control their emotions and behaviors and maintain focus on a task.

- (Dossier) number of students with Individual Program Plans who are achieving their learning goals.
- (ABEd) percent that agree learning environments are welcoming, caring, respectful, and safe.
- (ABEd) percent that agree students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Parents can:

- Join School Council meeting to be involved and contribute to feedback for improvement.
- Work with the school as a partner in student learning, and help us to discover solutions for student success.
- Learn about the school’s multi-tiered system of supports and access to services, and see the variety of ways we support student needs across the school.
- Learn about PBIS and read the monthly newsletters that celebrate positive behaviours and how to reinforce PBIS language and expectations at home and at school.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Teachers use Dare to Care lessons and PBIS lessons to teach students positive expectations. • Student, Staff, Parent PBIS surveys for feedback about suggestions for improvement. • 2 Teacher teams presented at 2 School Council Meetings – grade 1 and grade 5. • Elder visits have been booked in the new year for classrooms. • Students are supported in their learning with multi-tiered strategies, plans, and collaborative teams. • Completed IPP review meetings with learning support team, teacher, and parents, and provided feedback to teachers about their IPPs. 	No adjustments needed at this time.
April 4	•	•

School Council Review

Presentation of School Education Plan

School council comments:

- The goals sound great!
- We will support in any way possible
- Having the grade teams come to the school council meetings is so great and hearing what they are doing in their classrooms. This could also increase parent involvement.
- Wondering about Indigenous perspectives being a focus all the time and what about other cultures and beliefs?

Signatures indicate agreement with the plan

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

Janetyn Kohledu Nov 5/2024

Principal signature on behalf of students and teachers of School

R. Lindhomme Nov. 5/2024