



Elizabeth Barrett Elementary School

School Education Plan 2024/25



December 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

Welcome! Bienvenue!

We are excited to be continuing our work in Year Two of Rocky View Schools' Four-Year Education Plan, "Focus on the Future." We are encouraged by the results from our work in Year One and are thrilled to be keeping our momentum moving forward for the 2024-25 school year.

As a dual-track school, we see nearly 480 students each day in our halls between our regular English program and French Immersion program. Our data tells us that our young learners feel safe and cared for at school, are engaged in their learning, and find ways to contribute positively to our community.

Our first school goal, which centers around literacy and numeracy, sees our school working to raise the percentage of students who are being successful in these foundational skills. We showed progress last year in this goal and are striving to be even more proficient this year. To accomplish this, we are targeting our at-risk students with interventions in reading, writing and math. We will also engage in professional learning around best instructional practices for all students, and have a staff committee of Literacy and Numeracy champions to foster greater collaboration and problem-solving among our team. As parents, you can support this work by reading with your child and playing math games at home, volunteering to be a literacy mentor in the school, and modeling your own excitement for learning to our young students.

Our second school goal sees our school continuing our work in weaving Indigenous perspectives into our regular instructional practices. A few ways we will do this are by framing our character education around the Seven Grandfather Teachings (Respect, Love, Wisdom, Honesty, Bravery, Humility and Truth). We are integrating these teachings in meaningful ways during school-wide assemblies and through our EB Buddies student recognition process. Additionally, we are working to increase our own staff knowledge and incorporate our understanding of Indigenous teaching methodologies into our regular practice. You can support this work at home by asking your student about our Grandfather Teachings assemblies, or asking about why they were recognized as an EB Buddy.

Our final school goal for this year sees us continuing our work in establishing a *Positive Behaviour Intervention and Supports* (PBIS) framework at our school. This work sees the identification of key expectations we have for our learners (Safe, Caring and Respectful), and the explicit teaching of behaviours that support these expectations. Last year saw our first steps on this journey, and we are excited to continue our momentum. This year, we will make the language and expectations more visible through bilingual signage, integrating these expectations into our daily announcements, and incorporate school-wide lessons to reinforce the key components of PBIS. Parents can support our efforts by engaging in discussions around behaviour expectations at school.

We are very excited at the possibilities for growth that this school year holds. As always, we encourage you to be as involved as you can in our school community by volunteering at the school or on field trips, participating in a School Council meeting, or supporting our various community engagement efforts and fundraising projects. We are looking forward to a fantastic year of learning with our students! Nous prévoyons une merveilleuse année d'apprentissage!

Sincerely,



Gerry Gaudet
Principal



Sara Martin
Assistant Principal

School Profile

<p>Principal: Gerry Gaudet Assistant Principal: Sara Martin Website: http://elizabethbarrett.rockyview.ab.ca</p>	<p>Mission: To inspire wonder and build courage; to make a difference in our world.</p> <p>Vision:</p> <ul style="list-style-type: none"> • We create meaningful connections. • We care for whole people. • We cultivate ownership. <p>Our core values are comprised of Community, Curiosity and Collaboration – Communauté, Curiosité et Collaboration, and we strive to see them reflected in all we do in our school.</p>
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Total Number of Students: 474

Grades Served: Kingergarden to Grade 4

Total Number of:

- Classroom Teachers: 21
- Learning Support Teacher(s): 2
- Learning Assistant(s): 6
- CDA(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Elizabeth Barrett Elementary School reflects a rich and diverse learning community.

Notably, 6.1 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 5.1 per cent of our school population. The most common first languages for these students are Ukrainian, Korean and Punjabi.

As an inclusive school, we welcome 10.4 per cent of our students who have significant learning needs.

Additionally, as a dual-track school, our school offers strong programs in both a regular English program as well as French Immersion. We do our best to combat student hunger with a universally-accessible Breakfast Program. We enjoy close proximity to the wonderful outdoor space at the Cochrane Ranche. We benefit from strong partnerships from our tri-school site neighbours at Manachaban Middle School and Cochrane High School.

Student Feedback from Spring 2024

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

- Breakfast program- helps kids start their day well
- Feel safe at school
- Ice packs
- Teachers are good at teaching reading, writing- learning is interesting, fun, kind
- Kids interact well together
- Good place to make friends
- Pit Stop and Toolbox helps support students

What do students think could be worked on or improved?

- More physical education equipment
- Student leadership opportunities
- Students mentoring other students
- Supports for students struggling in reading, writing and math
- More tools to support students – i.e. headphones, hoki stools

Parent Feedback from Spring 2024

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

- Teachers are invested in students
- Positive atmosphere at the school
- Students seem happy and comfortable
- Staff try their best to help students
- Our students have opportunities to be engaged in the community
- Breakfast program helps to get students started off right in the morning
- Opportunities for parents to be involved in the school

What do parents think could be worked on or improved?

- Bus reliability and student behaviour on the bus
- Supports for students with additional needs
- Concerns over chemicals used in soaps and cleaners
- PowerSchool platform makes it challenging to access the information teachers input on student progress

RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment Grade 4	ECIS Math Assessment 2024	54%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	81.9%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 4.	Groupe Beauchemin+	66.7%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.	BAS	67.2%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3	RVS Writing Assessment	52.2%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	20%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	71.3%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90.7%

What does this data tell us is going well?

- We have seen improvement in our number of students reading at grade level over the previous school year in the BAS (English) from 56.6% to 67.2% and GB+ (French Immersion) from 30% to 66.7%.
- Our numeracy interventions are contributing to the success of our students on the Alberta Numeracy Screening assessment
- Our efforts at improving school attendance has seen the number of students absent less than 10 per cent improve from 56.1% (2023) to 71.3% (2024)
- Our students with Individual Program Plans are successful in achieving their learning goals (90.7%)

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

- Although we are pleased with our initial gains in our literacy success rates, we look to continue to grow this number

- Our baseline results in the Grade 3 writing assessment tell us that writing must be an area of focus
- Our baseline PBIS Tiered Fidelity Inventory at 20% suggests room for improvement in year two of our PBIS implementation
- Despite gains over the previous year, additional focus will be placed on improving student attendance rates

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.	67%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	91%
The average score for relevance, rigor and effective learning time.	7.4
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.	87%
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	NA
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	8.0
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	72%

What does our data indicate is going well?

- Our students value the importance of education; a strong majority (91%) indicated that their education will benefit them and have a strong bearing on their future.
- Our students give great effort: many of our students (89%) reported they tried hard to succeed.
- A high number of our students feel challenged in their classes and confident in their skills (43%), compared to the Canadian norm (36%)

What does our data tell us could be improved on?

- Our overall measure in students who are interested and motivated in their learning leaves room for growth (67%). We will work to improve these rates.
- Our students had a lower-than-desired reporting of positive self-regulation (72%). Broken down further, this number was lower for boys (68%). We will continue to find ways to help our students self-regulate to be available for learning.

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 5224 Elizabeth Barrett Elementary School

Assurance Domain	Measure	Elizabeth Barrett Elem 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	Student Learning Engagement	78.3	78.4	78.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.8	81.6	82.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	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	90.2	88.6	88.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	87.7	86.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.5	69.0	71.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.6	72.4	74.9	79.5	79.1	78.9	Very High	Improved	Excellent

What does our data indicate is going well?

- We continue to score High achievement results in the areas of Citizenship (79.8) and Very High in the categories of Education Quality (90.2) and Parental Involvement (88.6)
- We showed significant improvement in the Parental Involvement category (88.6 from previous 3-year average of 74.9) due to efforts to positively engage parents about the great things happening at our school

What does our data tell us could be improved on?

- Our Student Learning Engagement results indicate that our performance in this category is flat. We will continue to make our learning experiences engaging and relevant for our students and strive to have families recognize the efforts we are making.
- Although we enjoyed a great improvement in our Parental Involvement measures, our trend data tells us this should continue to be an area of focus in order to maintain the gains achieved.

*The number of parents answering the Alberta Education Assurance Measures survey was 19.

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 improve our Literacy and Numeracy rates by 15% in Literacy and 10% in Numeracy over the course of the 4-Year Plan (2023-2027).

School Goal 1: By June 2025, the number of students reaching an acceptable standard in Literacy (CC3 and LeNS) and Numeracy (AB Numeracy Screener) assessments will increase by 3% in Literacy and 3% in Numeracy from June 2024 numbers.

Data that informed this goal:

Baseline Data – 2022-2023 -Percentage of Students Not At-Risk

- CC3 – Grade 2 –77.3%; Grade 3 – 64.9%; Combined 72.7%
- LeNS – Grade 1 68.9% ; Grade 2 – 59.2%; Combined 64.2%
- AB Numeracy – Grade 1 77%; Grade 2- 80%; Grade 3- 87% Combined 80.2%

2023-24 Data

- CC3 – Grade 1 -85.9%; Grade 2-88.4%; Grade 3 – 78.6% Combined-84.3%
- LeNS – Grade 1 55.6%; Grade 2 -75%; Combined- 66.6%
- AB Numeracy – Grade 1-81.3%; Grade 2-77%; Grade 3-87.5% Combined-81.9%

Connection to the practice guide(s):

Professional Learning Practice Guide

p. 7

Professional Learning: Staff knowledge, skills and attributes are enhanced through ongoing professional learning.

p. 9

“Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. Research and data-informed critical reflection play a significant role in establishing high quality professional learning and professional practice. As architects and designers of life-long learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices.”

Inclusion Practice Guide, p. 9

At Elizabeth Barrett we employ the Principles of Inclusive Education in our literacy and numeracy instruction, specifically:

- Anticipate, Value and Support Learner Differences
- Use a Strength-Based Approach to Meeting Learner Needs
- Remove Barriers Within Learning Environments
- Build Capacity

RVS English Language Learners Practice Guide, p. 4

Using the RVS Tiered model of programming, “including opportunities for universal, targeted and specialized instruction as required. An inclusive model with a push-in approach is preferred.”

Strategies:

- Engaging in class reviews in October 2024 to better understand learners and implement targeted supports
- Teacher focus committee on Literacy and Numeracy instruction with the goals of examining data, identifying and sharing best practices, collaboration
- Continue Professional Learning around best practices and data-informed instruction
- Sharing and modelling numeracy resources and best practices regularly at staff meetings

Measures:

- Literacy -CC3 (Grades 1, 2, and 3) and LeNS (Grades 1 and 2)
- Numeracy – AB Numeracy Assessment (Grades 1, 2, and 3)

Parents can:

- Read and play math games regularly with their children
- Volunteer in their child’s classroom
- Stay up-to-date on their child’s progress in PowerSchool and myBlueprint

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Grade teams examining assessment data to best plan to meet student needs. Bank of strategies created to address particular challenges. • Ongoing Professional Learning dedicated to Literacy and Numeracy best practice at staff meetings and Professional Learning days. 	<ul style="list-style-type: none"> • None required at this time
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We continue to weave Indigenous Ways of Knowing through curriculum and into our school community.

School Goal 1: By June 2025, 90% of Grade 4 students can articulate at least 3 ways that Indigenous Ways of Knowing are present in their classroom and school.

Data that informed this goal: Survey and consultation conducted with the Indigenous Learning Branch last school year show a desire for further learning in this area.

Staff Self-reflection Survey results:

- “I understand how to infuse meaningful and culturally appropriate opportunities for students” 3.3/5
- “I understand First Nations, Métis and Inuit worldviews, cultural beliefs and values relative to my assignment” 3.7/5
- “I can apply First Nations, Métis and Inuit knowledge to my classroom practice for the benefit of all students” 3.2/5

Connection to the practice guide(s):

Instruction & Assessment Practice Guide

p.7

“Indigenous Ways of Knowing are employed throughout each stage of instructional design planning and implementation.”

“Use of Indigenous methodologies is visible and explicitly communicated.”

Strategies:

- Professional Learning for staff around areas such as legislation and historical and contemporary realities of Indigenous Peoples of Canada to grow greater individual and collective understanding
- School-wide assemblies around the Seven Grandfather Teachings led by each grade team
- School-wide recognition of students (EB Buddies) through the Seven Grandfather Teachings

<ul style="list-style-type: none"> Intentional increased visibility of Indigenous Ways of Knowing through art displays, announcements, bulletin boards, student recognition bulletin board 		
<p>Measures:</p> <ul style="list-style-type: none"> Create pre- and post-workshop databases of current staff understanding of important aspects of current legislation that pertains to Indigenous Peoples Number of students who are recognized in weekly announcements highlighting at least one of the Grandfather Teachings Conduct a survey with Grade 4 students asking to identify at least 3 examples of Indigenous Ways of Knowing are reflected in the school and their classroom 		
<p>Parents can:</p> <ul style="list-style-type: none"> Engage in conversations with their student at home about the 7 Grandfather Teachings Connect with their child’s teacher regarding how Indigenous Ways of Knowing are brought to life in curricular areas 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> Staff knowledge increased with Professional Learning visit to the Confluence; whole-staff book study of Wayi Wah! Indigenous Pedagogies Collaborated with Indigenous Learning Specialist Whole-school assemblies on Seven Grandfather Teachings and student recognition through Seven Grandfather Teachings 	<ul style="list-style-type: none"> New measure of success created for students to articulate examples of indigenous Ways of Knowing in the school and in their classrooms
<p>April 4</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



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.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We implement a structure of Positive Behaviour Interventions and Supports (PBIS) in a meaningful way in our school community to achieve 80% on a tiered fidelity measure within 3 years.

<p>School Goal 1: By June 2025, we will score a tiered fidelity measure of 60% in Year Two of PBIS implementation.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> Achievement of a tiered fidelity measure of 20% in Year One of our implementation
<p>Connection to the practice guide(s):</p> <p>Inclusive Education Practice Guide</p> <p>p. 13</p> <p>“Class profiles ... provide educators and leaders with an essential tool in identifying the collective strengths, talents, and challenges of students.”</p> <p>“The profile is used a guiding tool to inform the design of physical learning environments, inform the identification and establishment of routines and structures, inform instructional design and assessment that meets the complex and diverse needs of individual classrooms and whole schools and provide data on how, where and when to allocate additional resources.”</p> <p>p. 16</p> <p>“Learning Services staff will provide ongoing consultation, collaboration and coaching to all staff as requested through identified processes. Identified Learning Supports staff will be assigned to provide ongoing coaching to all school based PBIS teams as they implement the PBIS Framework in accordance with the Tiered Fidelity Inventory.”</p>
<p>Strategies:</p> <ul style="list-style-type: none"> Work with the PBIS Learning Specialist to guide our work in Year Two of implementation Increase the membership of our PBIS committee to meet regularly to lead this work in our school Dedicate time at each staff meeting to discuss PBIS Incorporate school-wide lessons to reinforce the key components of PBIS in our school

<p>Measures:</p> <ul style="list-style-type: none"> • End of Year Two-tiered fidelity measure of at least 60% 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Engage your student in discussions about behaviour expectations around the school • Reinforce learning at home with language around expectations coming from school 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Matrix created outlining expected behaviours of Caring, Safe and Respectful in both English and French. Visibility of matrix to be introduced in January 2025. • Creation of lessons ongoing to teach students desired behaviours • Teaching of lessons beginning January 2025 	<ul style="list-style-type: none"> • No adjustments at this time
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

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



Principal signature on behalf of students and teachers of School

