

School Education Plan 2023-2024



May 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

Education is a fast-paced changing place. Some of the changes trickle into the school and some come full force, like the use of technology. At Rainbow Creek Elementary School we are ready to contribute to teaching and leading our citizens of tomorrow.

Literacy and numeracy skills are critical to function in society. Whether reading a posting for a job application, a manual for an appliance or instructions for putting together an Ikea table, the ability to read and understand what is written is critical. As an educator, I am aware of the limitations students may face if these skills are not developed. At Rainbow Creek, teachers and learning assistants are striving to build skills with each child. Last year, we took a close look at the teaching consistency across the school. As a teaching team, we decided we would all use certain programs and resources to develop a common language when teaching the students. This language will flow across the grades as your children grow with us. This year, we will continue to work to move every reader and writer to do their best.

As an avid reader, I want our students to find their love for words and stories. There are few things better than being able to cozy up under a blanket and read a good book. Or listen to an audio book on a drive. I hope as families, you share some experiences around good books to encourage your children's love of reading!

I love math – the patterns, logic, the everyday use. As our students study the world around them, they begin to see the daily uses for math, such as estimating size, adding up purchases while shopping and making things for fun. Playing math games is a focus this year to support our students' enjoyment of learning and practicing concepts. Teachers are adding more real-world examples to teaching.

Teaching competencies, such as collaboration, problem solving, and communication, are often referred to as the 'soft skills', harder to see. In our dynamic world, these skills will take our students to places they dream of going. Teamwork is critical to creating new ideas and items people need. Not giving up and trying over and over to solve problems is crucial to advancements in the world. Throughout the year, students have many opportunities for working on these skills through class projects, leadership roles in the school and community, mentoring, participating in student council, and learning from our community experts and visitors.

The parents in the Rainbow Creek community are a steadfast part of learning and growing. With continued support and dedication, our students will grow and soar!

Sincerely,

Mrs. Rahn

Ms. Leonard

School Profile

<p>Principal: T. Rahn Assistant Principal: C. Leonard Website: rainbowcreek@rockyview.ab.ca</p>	<p>Mission: At Rainbow Creek Elementary School creativity, happiness and passion grow through meaningful experiences and a culture of care, trust and respect.</p> <p>Beliefs: I can build positive relationships. I can show my learning in creative ways. I can make a positive impact on the world. I can take on a variety of challenges. I can make and create things I am proud of. I can use what I'm passionate about to learn new things.</p>
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Total Number of Students: 524

Grades Served: K-6

Total Number of:

- Classroom Teachers: 22
- Learning Support Teachers: 3
- Learning Assistants: 7
- CDA/Guidance Counsellor: 1
- Learning Commons Facilitator: 1
- Office staff: 3
- Caretaking staff: 3

School Diversity Profile

As with many Rocky View Schools, Rainbow Creek Elementary reflects a rich and diverse learning community. Notably, 4% per cent of our students self-identify as Indigenous students. English as an Additional Language learners represent 36 per cent of our school population. The most common first languages for these students are Punjabi, Arabic, Vietnamese, Tagalog, Urdu and Hindi.

Our Learning Support Team supports teachers and students within our building to plan for school success. 11% of all students require an Individual Program Plan. We have a strong, vibrant music program and we value flexible learning spaces. Additionally, we are a community school where many of our students walk, bike, scooter or skateboard to school each day.

Student Feedback from Spring 2023

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

- Relationships: caring and kind staff, being kind to one another, others willing to help, being able to vote on decisions in the classroom
- Learning: gym, art, access to lots of books, going on field trips, going outside, equipment to play with, using technology (robots, blookit, prodigy)
- Community building: feel safe, rules that keep us safe, having hot lunch, celebrating holidays.

What do students think could be worked on or improved?

- Relationships: hands off play, more students could be kind and follow the rules, take care of the bathrooms, follow the rules even if an adult isn't close by, working on big emotions
- Learning: more equipment for outside, more time to read, more art
- Students indicated less engagement in learning tasks
- Community building: more spirit days and special days (crazy day, opposite day), keep the floors and bathrooms cleaner, more walks, have clubs

Parent Feedback from Spring 2023

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

- Relationships: students feel safe and cared about, staff encourage a love of learning.
- Learning: home reading program, great focus on curriculum, appreciate the new literacy initiatives
- Community building: great communication from staff, strong sense of community and support from staff, clean school

What do parents think could be worked on or improved?

- Understanding inclusion and relationships: “students with behavioural issues should not be included in the regular classroom”
- Learning: smaller class sizes, consistent sharing in RTR, more Black and Asian history, ensure students are receiving supports indicated in their IPP, regular guided reading
- Community building: spread field trips throughout the school year, update school calendar, more notice for special days and council meetings

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- Students create things to show their learning
- Students expect to succeed in school and find their learning experiences meaningful
- Students know how they learn best
- Students know how to make healthy food choices
- Students know how to have a positive impact on others

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

- Increase student engagement with learning through meaningful experiences
- Staff and students use of reflection and goal-setting to achieve learning goals
- Provide a variety of ways for students to demonstrate their understanding
- Improve literacy skills so students can move from learning to read to reading to learn

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	21%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	67%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	n/a
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	54.7%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	86%

What does this data tell us is going well?

- Students are achieving their learning goals
- Literacy rates are rising

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

- Numeracy rates need a concerted effort

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 1413 Rainbow Creek Elementary School

Assurance Domain	Measure	Rainbow Creek 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	80.1	84.2	84.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.6	82.0	82.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	67.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	8.1	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	92.5	91.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.0	86.9	86.9	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	81.8	84.7	84.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.6	65.1	70.7	79.1	78.8	80.3	Low	Maintained	Issue

What does our data indicate is going well?

- Feeling welcome and safe in the school
- Building relationships with caring staff
- Students feel they can get help for both school and social emotional supports
- Students value the quality of the education they are receiving
- Students feel they care about on another
- The quality of education offered is maintained

What does our data tell us could be improved on?

- Provide engaging lessons and learning for students
- Teachers report a decrease in students' engagement in learning
- While parent involvement is on the rise, it is still an area for consideration
- Continue to focus on literacy and numeracy skills
- Need to increase student opportunities to interact with the community

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:

School Goal 1: Increase the number of students meeting “grade level” expectations in literacy and numeracy.

Data that informed this goal: MIPI, LeNs, F&P, CC3, PAT, AEAMR, Education Plan Survey

- MIPI results indicate that 23% of our grade 4 students require attention, 31% of our grade 5 students require attention and 28% of grade 6 students.
- LeNs results indicate that 27% of our grade 2 students are at risk with literacy development.
- Our Fontas and Pinnell reading assessments indicate that at the end of the 2022-2023 school year, 26% of our students were not yet meeting reading assessments.
- CC3 data show that 16% of our grade 3 students are at risk.
- In the Alberta Education Assurance Measure Results, there was 6% decrease in the number of students who indicated that they enjoyed learning language arts and math. This correlates with teachers indicating a decrease in student engagement in these areas.
- PAT results indicate 8% of our students were in the standard of excellence.
- PAT results indicate 72% of students are at the acceptable standard in English Language Arts and 65% in Mathematics.

Connection to the practice guides:

Instruction and Assessment Practice Guide

- All students can and want to learn
- Meet students where they are and support learning
- Use Universal strategies for learning
- Provide feedback to improve learning

Inclusive Education Practice Guide

- All students can and want to learn
- All students have voice and choice
- Remove barriers to learning
- Make learning relevant

Professional Learning Practice Guide

- High quality professional learning inspires individuals and teams to elevate and refine their practice
- Use a variety of rich data sources to assess student learning and inform our professional learning and practices
- School based professional learning are embedded in SEP goals

School Education Plan

Strategies:

- Consistent use of academic language and programming (Div 1 and Div 2)
- Targeted small group instruction
- Flexible assessment/student choice for showing learning
- Provide programming to meet social, emotional and physical needs
- Increased opportunities for low-risk practice (games, cross-curricular, conversation)

Measures:

- Assessment through product, observation and conversation
- Review of standardized assessment data
- Review of achievement indicators on year-end report cards
- (RVS) Percentage of students performing math at or above grade level on MIPI grades 4-6.
- (RVS) Percentage of students reading at or above grade level on the BAS grades 1-6.

Parents can:

- Communicate with the school regarding children's achievement
- Build background and foundational skills at home
- Highlight math and literacy concepts
- Attend school events such as triad conferences, literacy evenings

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>Discussed with staff at our staff meeting on Nov 21/23. Assessments have been completed and data will be examined by teacher teams over the week of November 27, 2023. Goals and strategies are aligned with needs as demonstrated through data and observation.</p> <p>Teachers grades 1-3 reviewed UFLI and word work as teams to determine areas of success and challenges.</p> <p>Teachers grades 4-6 attended a session on Guided Reading to ensure small group reading is happening in classrooms.</p> <p>Teachers attended a session on reviewing the schoolwide data on numeracy, creating and using math centers in classrooms to continually practice and revisit math concepts throughout the school year</p>	<p>Refined two goals into one attainable goal, decreasing the strategies for a clearer focus.</p>
March 15	<p>PL sessions attended by staff on:</p> <ol style="list-style-type: none"> 1. Dyslexia: universal strategies such as listening to podcasts and using closed captioning. 2. Literacy games: presented by RVS 	<p>Part time teacher recently hired to support specific grade levels in numeracy and literacy.</p> <p>Intervention groups and extra practice groups rearranged based on needs.</p>

	<p>EAL specialist, using vocabulary cubes</p> <p>Regrouping of students to meet indentified levels</p> <p>Use of AI to create stories with specific vocabulary for Science and SS</p> <p>Learning buddies used to review decodable texts and math games; older students teaching younger students.</p> <p>Use of AI for guided reading stories; levelling</p> <p>Use of UFLI games to reinforce skills</p>	
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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).

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

How Might We:

School Goal 1: Build resilience in students through self-confidence, social, emotional and mental health

Data that informed this goal: SOS-Q (from previous year), observations, surveys

- SOS-Q data: 46% of grade 4-6 students demonstrated low average or below average external resiliency (the perceived ability to cope with external challenges and adversities).
- SOS-Q data: 55% of grade 4-6 students demonstrated low average or below average internal resiliency (the ability to resist anxiety and maintain emotional balance).
- SOS-Q data: 56% of grade 4-6 students demonstrated low average or below average in self-confidence (conviction of capability to be successful at school and beyond).
- Staff have noted an increased use of class time required to encourage social, emotional and mental health wellness in order for students to be available for learning.
- In the Alberta Education Assurance Measure Results, parents noted a decrease in their children’s engagement levels with their learning.
- In the Education Plan Survey, 33% of students indicated that they “always” expect to succeed in school and 67% indicated that they “often” do.

Connection to the practice guides:

Instruction and Assessment Practice Guide

- All students must feel accepted to take risks
- All students must feel valued to take risk
- Students share what they learn so we all learn
- Support student learning through a team approach

Inclusive Education Practice Guide

- Focus on building positive relationships
- Design environments to optimize learning
- Explicitly teach social-emotional skills
- Set and teach school wide expectations
- Acknowledge positive practice
- Collaborate as a team to provide multi-tiered levels of support
- Use multi-tiered systems of supports to teach, prevent and respond to behaviour.

- Explicitly teach social-emotional skills as part of curriculum and the routines, structures of the school
- Use Universal Design for Learning to increase student engagement, academic, social-emotional, and behavioural success
- Offer collaborative problem-solving through consultation with homeroom teachers.
- Collection and assessment of data

Professional Learning Practice Guide

- Engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights
- Employ Indigenous Ways of Knowing throughout each stage of instructional design planning and implementation
- Meet students where they are at and support them in their journey to where they need to go and want to be
- Use of universal strategies
- Balance the gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning

Strategies:

- Schoolwide implementation of UDL principles
- Teach and model resilience and compassion through lessons, activities, daily interactions
- Build common vocabulary and strategies through common lessons
- Implementation of PBIS
- Modeling and coaching by students to build and maintain relationships

Measures:

- Fidelity inventory
- Self-reflection
- Student and parent participation in surveys
- Parent feedback
- “Our School” survey results
- (RVS) 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.

Parents can:

- Attend school sponsored events
- Model resilience at home
- Complete school and division surveys

School Education Plan

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>All students reviewed or learned three parts of the brain (Mind Up).</p> <p>Staff reviewed research on belonging and how we create a sense of belonging in the school, classroom.</p> <p>Staff reviewed protective factors and programs to build resilience in students. Will wait to see what can be addressed through PBIS.</p>	<p>Refined two goals into one attainable goal, decreasing the strategies for a clearer focus.</p>
March 15	<p>AEAA survey administered to grade 4 classes.</p> <p>Teachable moments used to reinforce strategies and guide discussions.</p> <p>Growth mindset lessons used in most classrooms.</p> <p>School-wide SEL lessons being taught.</p> <p>Use of Alberta competencies language in some classrooms.</p> <p>Mindfulness strategies being taught to all students:</p> <ul style="list-style-type: none"> • Breathing • Quiet music • Movements • Transitions <p>Use of literature to spring discussion (ex. "The Big Cheese").</p> <p>Use of restorative practices for follow up to office consequences.</p> <p>Creating belonging in our school community with Colour House days and recess buddies.</p>	<p>Admin will be sharing the resources that were presented on resiliency and mindfulness with all staff.</p> <p>Look into a common feelings wheel and feeling thermometer to use as a school.</p>

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:

School Goal 1: Build a sense of ownership through actions, learning and environments

Data that informed this goal: SOS-Q, parent and student surveys

- SOS-Q data: 46% of grade 4-6 students demonstrated low average or below average external resiliency (the perceived ability to cope with external challenges and adversities)
- SOS-Q data: 55% of grade 4-6 students demonstrated low average or below average internal resiliency (the ability to resist anxiety and maintain emotional balance)
- SOS-Q data: 56% of grade 4-6 students demonstrated low average or below average in self-confidence (conviction of capability to be successful at school and beyond)

Connection to the practice guides:

Instruction and Assessment Practice Guide

- All students must feel accepted to take risks
- All students must feel valued to take risks
- Students share what they learn so we all learn
- Support student learning through a team approach

Inclusive Education Practice Guide

- Focus on building positive relationships
- Design environments to optimize learning
- Create a culture with high expectations
- Explicitly teach social-emotional skills
- Set and teach school wide expectations
- Acknowledge positive practice
- Work collaboratively and consistently to remove social, academic and physical barriers

Professional Learning Practice Guide

- Engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights
- Employ Indigenous Ways of Knowing throughout each stage of instructional design planning and implementation
- Meet students where they are at and support them in their journey to where they need

School Education Plan

to go and want to be

- Use of universal strategies
- Balance the gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning

Strategies:

- Consistent language everywhere
- Modeling and teaching social-emotional skills in an intentional matter (class circles, role play)
- Use of Restorative Practices
- Provide opportunities for meaningful student ownership (leadership, mentorship, student council)

Measures:

- Observation and conversation
- Survey data
- (RVS) school-wide score on Positive Behaviour Intervention Strategies Tiered Fidelity Inventory.
- (RVS) average score for positive teacher-student relationships, positive learning climate and expectations for success.

Parents can:

- Empower students to use their voices
- Attend school events

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>Reviewed PBIS as a way to develop common language for expectations in the school.</p> <p>Created a survey to determine our fourth word for our school motto: Belong</p>	<p>Our CDA has been on leave since August. We need to adjust expectations for goals as her role is critical for success.</p>
March 15	<p>Students are asked to take ownership of their classroom space and supplies and cleaning up after themselves.</p> <p>Create classroom and school pride through discussion and celebration.</p> <p>Set intentions and goals for learning.</p> <p>Use of newsletters and class emails with student input to create or celebrate ownership.</p> <p>Reviewed and discussed our PBIS matrix as a staff to ensure the draft reflects our school values.</p> <p>Schoolwide assembly in January of expected behaviours.</p> <p>Care and Create assemblies have occurred (two of our four values from our motto). Other two values to follow.</p>	<p>A substitute CDA was hired in December and supported students until March 8th, upon return of our CDA.</p> <p>Starting SEL groups for students who require relationship building and connection.</p>

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:

School Goal 2: Bring inclusion to life in our school community
Data that informed this goal: SOS-Q, parent and student surveys, standardized data
<p>Connection to the practice guides:</p> <p><u>Instruction and Assessment Practice Guide</u></p> <ul style="list-style-type: none"> • Address student exceptionalities for learning to occur • Move beyond the classroom walls • Support student learning through a team approach <p><u>Inclusive Education Practice Guide</u></p> <ul style="list-style-type: none"> • Develop a clear understanding of inclusive practices • Value and support learner differences • Create a culture of high standards for inclusive practices • Identify strengths, talents and preferences for learning • Remove barriers to learning <p><u>Professional Learning Practice Guide</u></p> <ul style="list-style-type: none"> • Engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights • Meet students where they are at and support them in their journey to where they need to go and want to be • Use of universal strategies
<p>Strategies:</p> <ul style="list-style-type: none"> • Have multiple entry points to remove barriers to learning • Anticipate, value and support differences • Enhance skills and abilities by building student capacity • Increase the awareness of diversity in our school through special guests, diversity committee, read alouds, neurodiversity instruction
<p>Measures:</p> <ul style="list-style-type: none"> • Observations • Parent feedback • Data collection
<p>Parents can:</p> <ul style="list-style-type: none"> • Share their experiences and expertise • Attend school events

School Education Plan

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>Staff reviewed the Indicators of Inclusive Schools document from Alberta Education.</p> <p>Staff completed the inclusion survey using Menti and discussed what we see in the school.</p>	
March 15	<p>Dual language books purchased for the learning commons.</p> <p>Purchased audio books.</p> <p>Conversations in classes to share and create welcome spaces.</p> <p>Students share time and willingness to work with students with varied needs.</p> <p>Staff attended Autism session.</p> <p>RVS EAL Specialist session on March 11th on oral language for literacy and inclusion of visuals.</p> <p>Teachers welcoming the EAL specialist into their classrooms for coaching and support.</p> <p>Review of the referral process for SRG and RVS services.</p>	

School Council Review

Presentation of School Education Plan: Tuesday, September 19, 2023

School council comments:

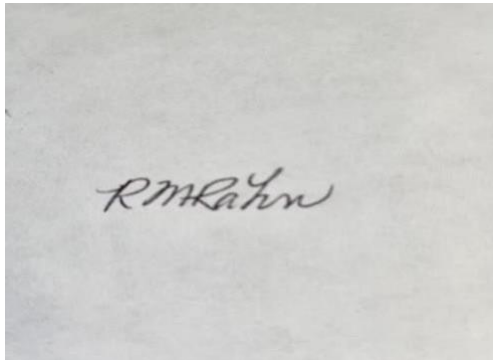
- Our School Education Plan is a great reflection of the collaboration amongst parents, staff and students. We look forward to supporting the school with attaining these goals.

Signatures indicate agreement with the plan

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

A handwritten signature in black ink, appearing to read "Anita Guenther", written in a cursive style.

Principal signature on behalf of students and teachers of Rainbow Creek School

A handwritten signature in black ink, appearing to read "RMahn", written in a cursive style.