



Rainbow Creek Elementary



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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

The 2024-2025 School Education Plan for Rainbow Creek Elementary school represents the collective and collaborative voices of our school and community. We are a diverse and inclusive learning community and offer our students a range of dynamic learning opportunities, including Music, Art, Indigenous Studies, Business, Coding, Computers, Drama, and Tourism. This document sets the direction for active learning, instruction, and assessment at our school.

To achieve our goal of increasing the number of students reading at grade level by 10 percent by June 2025, we will implement a multi-tiered approach to support literacy development. First, we will conduct regular formative assessments to identify students struggling with reading comprehension and fluency. These assessments will guide targeted interventions, including small-group (push in/pull out) instruction. We will also engage in divisionally supported professional development opportunities in areas like guided reading, phonics, and vocabulary enrichment. Our Learning Support team will support teachers through co-planning, co-teaching, and co-assessing to meet the diverse needs within classrooms. The team will also work with teachers to create student groupings based on interest and skill to ensure greater access to small-group instruction, meeting the needs of students who fall into tier two. In the Tier three level, the team will support students by providing targeted interventions, and will work with teachers to support planning, and implementation of strategies for students with more complex learning needs. **Additionally, they will work collaboratively with families where at-home reading resources are shared to engage parents in their children's progress.** Finally, our English as an Additional Language (EAL) program and Learning Support teacher will be a critical support for students who need help building literacy skills. Our EAL teacher will collaborate with classroom teachers to create strategic groupings based on students' language proficiency and academic needs. Using data from assessments and regular progress monitoring will ensure that these groupings are flexible and responsive to students' evolving needs.

Under the category of building future-ready students, we recognize that our students need to be supported to meaningfully engage in their learning. Improving students' self-regulation and increasing their motivation to learn will be essential for their overall academic success and behavioral development. To observe a 5 percent improvement with student engagement, we will introduce school wide mindfulness programs (MindUP) and work to foster self-regulation skills via classroom management practices that promote reflection, goal-setting, and positive behavior reinforcement. Consistent PBIS practices across all grade levels will continue to reinforce expected behaviours in the school and on the playground. Moreover, regular data collection and analysis of PBIS outcomes and OurSCHOOL survey data will inform ongoing adjustments to ensure that we meet our behavioral improvement goals by June 2025.

Creating an environment that fosters improved and recognizable Positive Behaviour Interventions and Supports (PBIS) requires a consistent, school-wide approach. Our goal is to increase our PBIS Tiered Fidelity score by 20 percent by June 2025. To do this, we will enhance the consistency of PBIS implementation across classrooms and ensure that all staff members are trained in tiered behavioral interventions. Additionally, we will work as a PBIS leadership team responsible for monitoring fidelity through regular reflections, consistent terminology, and team collaboration. With a focus on consistency and reinforcement, our goal is to create a more predictable learning environment where students and staff feel supported and motivated to succeed. We look forward to working together to ensure that our students are building strong foundational skills, enjoying school, and learning in a safe and welcoming environment.

Sincerely,

Mrs. L. Schultz

Mr. J. Knight

School Profile

<p>Principal: Lisa Schultz</p> <p>Assistant Principal(s): Joseph Knight</p> <p>Website: https://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>Vision/Purpose/Beliefs:</p> <p>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: 500

Grades Served: K-6

Total Number of:

- Classroom Teachers: 22
- Learning Support Teacher(s): 3
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Rainbow Creek Elementary reflects a rich and diverse learning community. Notably, 4 percent of our students self-identify as Indigenous students. English as an Additional Language learners represent 38 per cent of our school population. The most common first languages for these students are Punjabi, Arabic, Vietnamese, Urdu, Hindi, Russian, and Mandarin. Rainbow Creek is an inclusive school. 13 per cent of our students require an Individual Program Plan (IPP) and 18.5 per cent of those students have significant learning (complex) needs. Our Learning Support team helps students and teachers with universal and targeted supports to plan for school success. Additionally, our school offers students with a range and choice of dynamic CTF courses including art, business and computer basics, innovation and design, drama, tourism, coding, and Indigenous art. We have a rich and vibrant music program that encourages students to explore and develop their musical skills. Rainbow Creek is a community school and many of our students are fortunate to walk, bike, scooter, and skateboard to school.

Student Feedback from Spring 2024

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

- We like the areas we have outside for playing
- CTF classes – like sewing
- Theme days (hat day, jersey day, etc.)
- Due dates were reasonable for projects/assignments
- Making things out of scratch in the maker's space
- Classes were taught in a good way
- We like our teachers and how much they care about us

What do students think could be worked on or improved?

- Getting more outdoor equipment (ex. Soccer nets)
- EA support
- Need new books in the library
- New musical instruments
- Monitor voice levels
- BATHROOM! We feel the younger students don't leave the bathrooms clean
- Swing set or some more upper elementary appropriate structures?
- More behaviour reminders for the younger kids. They swear and call us names, but we feel we get blamed more.

Parent Feedback from Spring 2024

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

- “The teachers, assistants, administrators, CDAs and front-end staff are caring, professional, and knowledgeable. Rainbow Creek is more than a school, it’s a community, a safe, enriching place for children to belong and thrive.”
- “Both of my children have attended Rainbow Creek School for years and you have done an amazing job of creating a safe, caring learning environment!”
- “I commend you all on the work you are doing with Elders to further students’ commitment to the TRC Calls to Action! Well, done!”
- “I am so impressed by the attitude and support of everyone in the school. It’s always such a pleasant place to be.”
- “Our family appreciates the literacy initiatives that are taking place within the school. We also love how Indigenous ways of knowing are being woven into the day to day working of the school.”
- “We appreciate the whiskers weekly, weekly emails from the teacher regarding what will be covered during the upcoming week and continuous real time reporting. Thanks Rainbow Creek!”
- “Our kids have amazing teachers and have a love of learning. You’ve built a strong community for our kids to go to school in.”

What do parents think could be worked on or improved?

- Consistency in administrative staffing.
- Volunteer obtainment and organization, communication.
- More advance warning of parent council meetings.
- A better system for kids waiting to enter the school, especially for extreme temperatures.
- “Consistency amongst teachers in terms of communication. Some go above and beyond and some are sporadic. It’s hard to know what if any should be expected. All teachers are great at getting back to you though.”
- “It would be great to have field trips spread throughout the year, our kids collectively had 4 in May/June. We’d love to be able to volunteer more if these were spread out throughout the year.”
- “Our family thinks more could be done surrounding black history, and Asian history. This would be very impactful with such a diverse population at the school.”
- “Updated website calendar, more notice for special days, regular guided reading and reading assessments.”
- Grade six preparation for moving schools.

RVS Assurance Results

	Data Source	Most Recent Data
Students above the 40th percentile on the EICS Math Assessment grades 4-6	EICS Math Assessment 2024	Grade 4 – 51% Grade 5 – 25% Grade 6 – 28%
Percentage of students in Grades 1- 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	88%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	62%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	40%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	33%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	58%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	23% (mastering)

What does this data tell us is going well?

- Social emotional drivers – very welcoming & supportive staff
- Lower grade literacy skills seem to be increasing
- Students are happy with overall wellness at school and teacher supports
- Targeted at-their-level instruction works well (most ideally in-class at the same time as other students. For example, guided reading, ability-based math groups, etc.)
- Numeracy/literacy– push-in support for math and book groups were successful
- Value in whole group, consistent SEL lessons

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

- There seems to be a disconnect between staff to student regarding belonging/ownership of the school
- Parent involvement with surveys
- School needs to be more of a priority for both students and parents
- Student jobs/leadership opportunities for older students

- Look at ways to decrease things that take away instructional time ex. Behaviours and transitions
- Are there supports we can offer to students who come to school dysregulated from home life?
- Social Emotional support. We would like to connect kids with other adults (not just CDA)
- More opportunities to learn through action and play. Hands on, game play, outdoor activities etc.

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.	62%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	67%
The average score for relevance, rigor and effective learning time.	7.5/10
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.	7.6/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	74%

What does our data indicate is going well?

- Students are interested, motivated, and trying hard to succeed
- Students feel challenged and confident in their learning
- Teachers are caring and involved in student achievement and relationships
- Ability grouping has shown to work for some grades, but we need more assistance from other staff/adults for smaller groups in the classroom

What does our data tell us could be improved on?

- Find ways in the classroom to ensure that initial instruction for literacy/reading is consistent
- Make use of resources available to us (LLI, novel study sets, guided reading, etc.)
- Student confidence & feeling challenged – PL and planning sessions for teachers to design higher level (or gifted) learning tasks
- More opportunities for push-in support
- Consistent language for what we use to teach literacy such as Heart words or Dolch words
- More communication or collaboration between grades to help create a common language

Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	76.4	80.1	82.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	77.7	84.6	83.3	79.4	80.3	80.9	High	Declined	Acceptable
	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	59.0	59.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	1.0	1.0	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	83.4	90.0	91.3	87.6	88.1	88.6	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	92.0	89.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	68.2	81.8	83.3	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.2	72.6	68.8	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Based on the 16 parent and 70 student responses, what does our data indicate is going well?

- Citizenship – students treat each other with respect and dignity
- Parent involvement has increased compared to the 3-year historical average

What does our data tell us could be improved on?

- A feeling that there is a lack of access to support and services from the school community
- Provide engaging lessons and learning opportunities for students
- Communicating to parents the available supports in the school and 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 reading at or above grade level by 10%, by June 2025

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

- LeNS results indicate that 19% of our grade 1 students are at risk with literacy development
- LeNS results indicate that 26% of our grade 2 students are at risk with literacy development
- Our Fontas and Pinnell (F&P) reading assessments indicate that at the end of the 2023 – 2024 school year, 38% of our students were not yet meeting grade level reading expectations
- The Alberta Education Assurance Measure Results (AEAMR), demonstrate that 64% of students enjoy learning Language Arts. There was a 5% decrease in the number of students who indicated that they enjoy learning language arts
- The Alberta Education Assurance Measure Results (AEAMR) indicate that there is a decrease of 25% in parents agreeing that their children are learning useful literacy skills
- PAT results indicate 12.1% of students are meeting the standard of excellence in Language Arts
- PAT results indicate 76.7% of students are at the acceptable standard in English Language Arts

Connection to the practice guide(s):

Inclusive Education

- All students can and want to learn
- We are all diverse learners
- Meet students where they are at
- Universal and targeted strategies for learning
- High expectations for all learners

Instructional and Assessment Guide

- Learning and assessment informs instruction
- Make learning relevant (voice and choice)
- Ongoing and meaningful assessment
- Multiple and balanced forms of assessment
- Regular feedback to students and parents

Professional Learning Practice Guide

- High quality Professional Learning designed for consistent improvement and a desire to know and understand
- School based professional learning embedded in SEP goals and support school priorities
- Rich data informs professional learning and practices

Strategies:

Universal

- Guided reading (1-2 times a week)
- Direct reading instruction (phonics, phonological awareness, specific comprehension strategies, oral reading fluency, word studies, and concepts of print)
- EAL oral language focus (EAL benchmarks guiding instruction, vocabulary development, and oral language fluency)
- Ongoing and meaningful feedback
- Frequent low-risk practice
- Formative and summative assessments considering student voice and choice
- Class Reviews

Targeted

- Targeted small group instruction
- Guided reading (3-4 times a week)
- Learning Support helping with routines and groupings

Specialized

- One to one targeted instruction/practice
- Student support plans implementation and documentation
- Staff book study: "The Shift to Student Led" by: Catlin R. Tucker & Katie Novak

Measures:

- Assessment and feedback through product, observation, and conversation
- Review of Numeracy and Literacy measurements and assessment data
- (RVS) Percentage of students reading at or above grade level on the BAS grades 1-6
- (RVS) Percentage of students performing math at or above grade level on math assessments
- Review of standardized assessment data

Parents can:

- Be partners
- Regularly check Power School and communicate with teachers
- Access information through teacher weekly communications and monthly newsletters
- Communicate with the school regarding children's achievement
- Access resources and strategies on Google Classroom
- Support and build background and foundational skills at home
- Attend the Open House, Goal Setting Conferences, and Celebrations of Learning
- Help celebrate during winter and spring concerts and cultural events
- Work with classroom teachers and the learning support team to access support for their student's learning and success

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • We need to move together as a team using consistent and common implementation practices in each goal area across grade levels, classrooms, and in the school. • We are mindful that we need to meet our students where they are at; ensuring there are multiple access points to learning. 	<ul style="list-style-type: none"> • Increased access to Divisional EAL mentorship to improve universal supports for EAL students • Increased EAL teacher and Learning Assistant time • LS and Admin scheduled push in targeted and intensive literacy interventions and support through team teaching opportunities • Increased grade team planning • Class reviews and data analysis and review to group students for targeted and intensive intervention

	<ul style="list-style-type: none"> • Multi-pronged approach to find the strategies that work the best for each grouping of students making diversity come alive in our classrooms. • We are seeing some growth in classroom literacy and daily routines (UFLI, Guided Reading, Book Club, Words Their Way, Heggerty). • Learning Support working on class routines for small group, targeted instruction. • Reviewing, analyzing, and discussing data. Encouraging a love of reading at school and home through student choice. • We are working towards consistent language and clear expectations schoolwide (inside and outside). 	<ul style="list-style-type: none"> • Staff lunch and learns and book study • School Council supporting sight word materials • Teachers learning from Teachers. Observation opportunities for teachers to model and demonstrate literacy practices with their students for their peers (cross-grade) • Increase parent volunteer readers
<p>April 4</p>	<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:

School Goal 1: Increase students’ interest and motivation in their learning by at least 5% by June 2025

Data that informed this goal: PBIS Tiered Fidelity, OurSCHOOL, Education Plan Survey, and AEAMR

- Tiered Fidelity inventory indicated that school-wide PBIS implementation was 33% in 2024
- OurSCHOOL survey data indicates that 6.9/10 of students found classroom instruction relevant to their everyday lives, compared to the Canadian average of 7.3/10 students
- The Alberta Education Assurance Measure Results (AEAMR), demonstrate that 64% of students enjoy learning Language Arts. There was a 5% decrease in the number of students who indicated that they enjoy learning language arts
- OurSCHOOL survey data indicates that 69% of students were interested and motivated to learn at school
- Attendance data in Dossier indicates that 58% of students were absent from school less than 10% of the year
- OurSCHOOL survey data indicates that 84% of students believe that education will benefit them personally in their future

Connection to the practice guide(s):

Inclusive Education

- All students can and want to learn
- We are all diverse learners
- All students feel welcome, valued, respected and heard
- Remove barriers to learning
- Safe adults
- Build positive and healthy relationships
- Students helping students
- Diversity and Inclusion Initiatives
- Explicitly teach social/emotional skills and set school wide expectations

- Whole school approach to learning and support
- Celebrations

Instructional and Assessment Guide

- Building a growth mindset
- All students can and want to learn
- Students feel encouraged, accepted and valued to take risks
- Address exceptional academic and social/emotional needs first
- Students as co-designers of their learning
- Universal Design for Learning

Professional Learning Practice Guide

- Employ Indigenous Ways of Knowing at each stage of instructional design and implementation
- Teachers and leaders as reflective practitioners
- Focused professional learning opportunities connected to SEP
- Data informed approach to instruction

Strategies:

- Providing open ended tasks for students
- Varied levels of texts that meet the needs of the students
- Creating challenging opportunities for students in their learning
- Meeting social/emotional needs by using programs such as Stepping Stones to Mental Health
- Using the “Universal Design for Learning” philosophy when planning for instruction
- Connecting learning to real world experiences/interests
- Student mentorship programs (Community Learning Connection Students working with RCE students)
- Calming group
- Embedding choices that align with learning goals (differentiation)
- Class profile creation
- Creating space for playfulness (outdoor play, sensory play, imaginative play, arts)

Measures:

- PBIS Tiered Fidelity Inventory
- Self- and Team reflection and feedback
- OurSCHOOL Survey results

- Student and Parent Surveys
- (RVS) Education Survey

Parents can:

- Parents as partners
- Parent and student feedback and surveys
- Regularly communicate with the school
- Request and access school supports
- Attend Open House, Three Way Conferences, Events, and Celebrations
- Practice and model resilience in the home

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<p>School Council Feedback</p> <ul style="list-style-type: none"> • Appreciate the positive language in phrasing the goals • Enrichment opportunities for students <p>Staff feedback</p> <ul style="list-style-type: none"> • Beginning a school leadership team that will help drive the student portion of our Diversity and Inclusion Committee in our school. • Beginning in January, Learning Support and Administration will be team teaching to support small group targeted instruction. Making connections with students and staff. • Chestermere High school students will continue their monthly visits to work with our students on literacy initiatives, mentorship, and building connections. • Transition connections with CLMS. Bringing grade groupings to the school to help familiarize students with the 	<ul style="list-style-type: none"> • Increase connections with CLMS and CHS to start the transition process and help students visualize what Middle and HS look like. This will also help to reduce anxiety. • Individual tours to CLMS for complex students to support the transition process. • Connecting with Eastlake school for students coming into RCE next year with boundary changes. • Collaborating with staff on the changes/solutions for next year.

	<p>school, create mentorship connections with the older students, and to help build solid relationships and a positive outlook on the next level of education.</p> <ul style="list-style-type: none"> • Sports club (G. 5 and 6) has been occurring at lunch to allow opportunities for students to increase their physical activity levels and to work on character development through the lens of sport. • Further school leadership opportunities for students through Recess Assistant, Breakfast Club helpers, Cross Grade/Class Buddies, and Colour Houses. Classroom leadership committees. • Inspiring the love of learning through choice. Choice of Book Clubs, games and play-based learning, and self-directed learning opportunities. • Choir club, Running Club, Student Council, Volleyball, and Basketball 	
<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:

School Goal 1: Create a school wide environment to reflect an understanding of our PBIS Matrix by 20% by June 2025.

Data that informed this goal: PBIS Tiered Fidelity, OurSCHOOL, Education Plan Survey, and AEAMR

- Tiered Fidelity inventory indicated that school-wide PBIS implementation was 33% in 2024
- OurSCHOOL data indicates that 75% of students felt happiness (eudaimonia) at school
- OurSCHOOL data indicates that 74% of students have positive self-regulation skills and can consciously control their emotions
- The AEAMR data indicates that 96% of students feel that their teachers care about them
- The AEAMR data indicates that 83% of students feel that other students treat them well at school

Connection to the practice guide(s):

Inclusive Education

- Collaborative and consistent approach to removing social/emotional, academic and physical barriers
- Establish and teach consistent school wide expectations
- Explicitly teach social/emotional skills
- Build positive relationships
- Design environments to optimize learning
- Reinforce positive behaviours and practices
- Reinforce high expectations (behaviour and academics)

Instructional and Assessment Guide

- Students share what and how they learn so we all learn
- Support student learning through whole school approach

- Meet students where they are at
- Encourage students to take risks
- Consistent, school-wide approaches to learning

Professional Learning Practice Guide

- Use of Universal Strategies
- Conversation, observation, and product
- Employ Indigenous Ways of Knowing at each stage of instructional design and implementation
- Students as co-designers of their learning

Strategies:

- Whole school consistent practice and language
- Building PBIS Matrix
- Student art contest for visuals
- “Live” with the Matrix before it is finalized
- Restorative Practices approach to behaviour issues
- Leadership and citizenship opportunities
- Cultural celebrations embedded throughout the school year
- Mentorship programs
- Modeling PBIS language in all areas of the school

Measures:

- PBIS committee work
- RVS PBIS Tiered Fidelity Inventory
- Gather and review survey and feedback data from students during Colour House Days
- Parent feedback and survey
- Observation and conversation

Parents can:

- Engage in volunteer opportunities
- Parents as partners
- Parent and student feedback and surveys
- Regularly communicate with the school
- Request and access school supports

- Attend Open House, Three Way Conferences, Events, and Celebrations

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Working with our Divisional PBIS and school committee to move our Matrix forward with staff and our student leaders. Defining our pillars and values and visuals. • Two committee members presented to School Council and collected feedback on the Pillars and Values for our Matrix. • Gathered feedback from student council • PBIS session during December PL day. Staff feedback collected on the matrix, the pillars, values, and next steps. • Student PBIS lessons are being planned for classes and Colour House day. Planned for the New Year. • Plan to support students through art contest to create images for matrix 	<ul style="list-style-type: none"> • Presenting our PBIS Matrix to each stakeholder group in the school (students, staff, parents, and school trustee). • Living with the Matrix to help facilitate feedback and allow it to live in our learning environment. • Classroom PBIS supports are in progress. • Student art contest to develop the visuals for our matrix. • Co-creating lesson ideas around our schools PBIS words • Consistent and common language and expectations used as a whole school community
<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:

- Using positive language with goal setting (Sept. 24, 2024)

Signatures indicate agreement with the plan

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

Sincerely,

Ms. Amber Franklin
School Council Co-Chair
Rainbow Creek Elementary

Principal signature on behalf of students and teachers of School

Sincerely,

Ms. Schultz
Principal
Rainbow Creek Elementary