

École Elbow Valley Elementary

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View's Schools' vision to ensure students are literate and numerate and are building 21st C competencies, this year École Elbow Valley Elementary (ÉEVE) will focus on increased collaboration amongst all stakeholders, further implementation of the Rocky View Literacy and Numeracy Framework and improved communication of student learning.

At ÉEVE, we pride ourselves on providing enriching learning opportunities for all students. As part of our continued efforts to ensure that every child is provided with the absolute best educational experience, it is becoming increasingly important to collaborate with various stakeholders. There is an old adage, "You can't get to the Bloom's stuff until you take care of the Maslow's stuff". In other words, higher order thinking and risk taking occur only when a child's needs have been addressed. Cultivating a culture of care through increased collaboration will be our first priority. This will be accomplished through deepening our partnerships with internal and external service providers (i.e., Child Development Advisor, Occupational Therapists, Speech Language Pathologists, Family School Liaison, local elders, etc.). Staff will engage in professional learning around school culture and work together to address school-wide needs through structures such as the Collaborative Response Model and infusion of FNMI perspectives.

In addition to nurturing the whole child, we will continue with our focus on providing high quality literacy and numeracy programming. Over the past two years, we have studied the design and implementation of a balanced literacy program as it relates to the gradual release of responsibility. Staff have been immersed in creating programs that include: read alouds, shared reading, guided reading and independent reading. We have explored writing resources such as "Writer's Workshop" by Lucy Calkins which also support the gradual release of responsibility. In our efforts to provide all students with a solid foundation in both literacy and numeracy, we will be deepening our understanding of effective, research-based numeracy practices throughout the 2018-2019 school year. In preparation for building our mathematical minds, we have purchased carts and standard math manipulatives for each class. Classroom Improvement Funds (CIF) also allowed us to enhance professional resources such as: Origo Math kits and the Super Source series.

Lastly, we will broaden our scope as it relates to the communication of student learning. Over the course of the 2017-2018 school year, we moved toward real-time reporting with our families. We opened the Parent Portal in the areas of Mathematics, Music, English Language Arts and French Language Arts. In keeping with Rocky View's plan for the Communication of Student Learning, we also implemented school-wide Student-Led Conferences. We are very proud of the efforts we have made toward enhancing communication with our families. In the fall, we will build on our success by opening the Parent Portal for all subject areas and by developing curriculum letters that clearly articulate how we teach and assess the 21st C competencies.

At École Elbow Valley Elementary, the possibilities are endless; the potential immeasurable. Together, we can make the educational journey of all learners one in which we are successful, engaged and supported.

Yours in Learning,
Mme Lindsay Adams

SCHOOL PROFILE

School Name: École Elbow Valley Elementary

Principal: Mme Lindsay Adams

Address: 244209 Range Road 33, Calgary, AB T3Z 2E8

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Website: <http://evalley.rockyview.ab.ca>

School Profile:

Grade Configuration: K – 4 (Dual Track: English and French Immersion)

Student Population: 523

No. of Teachers: 27

No. of Support Staff: 16

Unique Features of our school include:

- We are located in Springbank, Alberta; a small community west of Calgary. Geographically, our location boasts immense play areas and a beautiful view of the Rocky Mountains.
- The majority of our students come from rural/acreage homes and most are bused.
- Harmony
- We are a dual track school; offering both English and French Immersion programming. Approximately 43% of our students are in the French Immersion program, while 57% are in the English program.
- Elbow Valley (as it currently exists) has been educating students since 1971. Some of our students are second generation Elbow Valley learners; creating a strong sense of community, history and tradition.
- We are proud of our commitment to academic achievement, social skills programming, music programming and co-curricular opportunities.
- We have a very active, committed school council. We enjoy a strong, mutually supportive relationship which serves to enhance the opportunities provided to our students.
- We are fortunate to have hundreds of dedicated volunteers grace our hallways every year; their service provides positive learning experiences for all of our students.
- We enjoy a sound partnership with Calaway Park.

Quotes from Parent Advocates

In the spring of 2017, we had the good fortune of moving into a neighborhood in the Elbow Valley Elementary school zone. We were excited for our son to start Grade 2 in the fall because we had heard so many good things about the wonderful educational opportunities offered there. But little did we know at the time that the administration and teaching staff work hard to offer their students so much more: a sense of community.

Elbow Valley Elementary is a special place. Yes - it is true that students are offered an excellent education. But students also learn and practice core values as part of daily school life:

- be kind to each other and respect differences as shown on the playground where everybody looks out for each other and makes sure nobody is left to play alone;
- help each other, demonstrated by the Reading Buddies program where older kids help younger ones learn reading skills;
- and take time out to celebrate accomplishments and have fun. You only have to attend a family dance or the MusicFest to see those values put into action!

And these are just a few examples. We feel truly blessed and proud to be part of such an amazing school community.

~ Cate Wilkins

I have been a parent at Elbow Valley Elementary for eight years and I am happy to say I will be for four more years. The staff has changed but the high standards and commitment to learning has remained a constant. Over the years I have witnessed the caring attitude that the administration, front office staff, teachers and support staff have towards the students – they foster a supportive environment while maintaining high standard of education. In this past year, I have been in the unique position to see them go above and beyond in their commitment to the individual care of students. My youngest has Type 1 diabetes and I feel I can completely trust that he is going to be completely cared for at the school.

~ Monique Tuffs

RECENT ACHIEVEMENTS

Collaborative Response Model (Literacy & Implementation of Balance approaches - emphasis on guided reading)

Implementation of the Collaborative Response Model was a major focus this year at École Elbow Valley. A cohort of teachers attended the Collaborative Response Model workshop provided by Jigsaw Learning in the fall. The Collaborative Response Model is a comprehensive school framework focused on three essential components: collaborative team meetings, pyramid of interventions and assessments. All grades were assigned a specific 30 minute block four days a week. This structure has allowed Learning Support teachers, classroom teachers, administrators, and Learning Support assistants, to simultaneously work with groups of learners targeting specific literacy skills that have been identified in collaborative team meetings. Through the establishment of this model we were able to support inclusive learning environments.

Communication of Student Learning

As part of RVS' K-8/9 Communication of Student Learning initiative, all students participated in student led conferences in November and in February. Students were able to take responsibility of their own learning, reflect on what they have learned, and set goals for themselves. Goals were discussed at Student Led Conferences with students, parents and teachers. We received very positive feedback from our school community.

École Elbow Valley continued to move forward with the implementation of communication practices with parents. The Parent Portal accessed through RVS' PowerSchool was opened this year in Term 2. Classroom teachers began entering assignments and assessments in Mathematics. In Term 3, Language Arts and French Language Arts as well as Music were opened for parent access.

Digital portfolios/student blogs were rolled up from kindergarten to Grade 1 this school year. 70% of our students are now using digital portfolios to share their learning. The digital portfolios have allowed students to track and demonstrate growth over longer periods of time. The digital portfolios have helped students engage and extend 21st century learning skills. Student reflections through the blogs have also been a large focus.

Learning Lead/Collaborative Planning Time

This year at École Elbow Valley we welcomed a new role of Learning Lead in order to build capacity, facilitate collaboration and support the implementation of various initiatives at École Elbow Valley. Through the opportunity to provide weekly collaborative planning time at each grade level, support was given in the area of literacy, numeracy, new teacher mentorship, Communication of Student Learning, Makerspace, inclusion, coding, project-based learning and design thinking. Teachers were given support in the development of literacy and understanding of best practices. Differentiated professional learning was offered through the support of RVS literacy specialists, occupational therapists as well as our learning support team. Our Learning Lead worked with all staff and learners to provide instructional resources, implement effective teaching strategies, implement new ideas and facilitate professional learning opportunities

PRIORITY AREAS OF FOCUS

The three areas of priority over the course of 2018-2019 will be: creating a celebratory culture of care and diversity, effective literacy and numeracy instruction, and enhanced communication of student learning.

Creating a Culture of Care and Diversity

Our first goal centers on ensuring that learners are supported both academically and emotionally. We will create a culture of care and diversity through increased collaboration within and outside of the school. Our efforts will be on deepening our partnerships with experts and building our own capacity (i.e., District Psychologists, Child Development Advisor, Occupational Therapists, Speech Language Pathologists, Family School Liaison, local elders, etc.). Staff will engage in professional learning around supporting mental health and diversity in the classroom. We will continue to work as a team using structures such as the Collaborative Response Model.

Literacy and Numeracy

As an elementary school, we take pride in our work as it relates to instilling the fundamentals of literacy and numeracy. As such, we will be deepening our understanding of research-based practices and the gradual release of responsibility as it relates to literacy *and* numeracy. Professional learning will focus on the full implementation of balanced literacy programs and effective math practices. This focus will be supported through school-based professional learning as well as other professional development opportunities (conferences, school visits, the Rocky View Literacy and Numeracy specialists, a math residency, etc.).

Enhanced Communication of Student Learning

Our last area of focus pertains to Rocky View's Communication of Student Learning <https://www.rockyview.ab.ca/app-news-assets/communication-with-parents>

Throughout the upcoming school year, we will move toward full implementation of Power Teacher Pro and the Parent Portal. We will also be including curriculum letters that highlight how we are teaching and assessing the 21st C competencies.

In order for the above-mentioned priorities be sustained, they require the provision of time and on-going support at the school level. Through creative timetabling, teachers will be provided with weekly collaborative planning time to meet with their colleagues.

We will continue to support the half time role of Learning Lead. The purpose of this position is to create, facilitate and foster the conditions necessary for collaboration and implementation of the various initiatives at Elbow Valley. The Learning Lead is available to meet with grade teams during their collaborative planning time and offer supports related to wellness, literacy, numeracy, Communication of Student Learning and creating engaging, curriculum-linked learning opportunities through the Learning Commons (including Maker Space, robotics, project-based learning, etc.)

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. (RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> Professional learning related to the Rocky View Literacy & Numeracy Framework (specifically around balanced literacy and planning math lessons that address fluency, reasoning and problem solving) Continued implementation of the Collaborative Response Model (CRM) where students receive daily targeted intervention. Team of teachers to attend Kurtis Hewson's fall sessions on CRM. Purchase of standardized math manipulatives for each classroom and professional resources related to math instruction (Origo, Super Source, etc.) Implementation of a school-wide home literacy program (power words and appropriate books)
Learners build 21 st C competencies (skills and knowledge).	<ul style="list-style-type: none"> (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship. (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending) (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> Incorporate the 21st Century Competency vocabulary in the daily announcements and through our daily goals. Purchase of 20 new iPads, robots and tech tubs to facilitate the beginning of coding instruction at Elbow Valley Curriculum letter from teachers highlighting how the 21st century competencies are addressed and assessed.
Learners take ownership of their learning.	<ul style="list-style-type: none"> (AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10. (AE) Annual dropout rate of students/FNMI students aged 14 to 18. (AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship. (AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10. (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning. (RVS) Percentage of staff that use balanced assessment practices to support student learning. 	<ul style="list-style-type: none"> Continued implementation of Student-Led Conferences Encourage student reflection through blogging (continuing to build on last year's roll out and focus on grades 3 and 4) Increase in student choice as it relates to attaining learning outcomes (i.e. literature circles) Conversation around a common school-wide medium for communication (i.e. agenda)

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Continued participation in the RVS Design Cohorts ▪ Participation in 2 outreach initiatives during the year; one local and one global (i.e., Inn from the Cold, The Water Project, etc.)
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> • (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness. • (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data). 	<ul style="list-style-type: none"> ▪ Increase focus on audience and learning for authentic purposes through public exhibits and celebrations of learning. ▪ Use of Makerspace and robotics program to enhance learning. One school-wide design challenge. ▪ Continue with Collaborative Response Model ▪ Allocate resources to fund a 0.5 Learning Lead to support teachers in bringing effective practices and initiatives to fruition. ▪ Participate in the 2-day educator training at the Ron Clark Academy in Atlanta, Georgia.
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community. 	<ul style="list-style-type: none"> ▪ Continue to nurture relationship with SMS and Springbank Community High School (through Rocky View Reads, BOKS, student leadership, etc.) ▪ Expand upon our relationship with Calaway Park to involve facets of science, entrepreneurship, weather, etc. ▪ Expand upon our relationship with Harmony to explore aspects of sustainability and water treatment ▪ Invite parent participation in home literacy program and career exploration. ▪ Continue with weekly VLOG to inform and engage parents

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<ul style="list-style-type: none"> ▪ Continue adhering to Hour Zero and OH&S legislation ▪ Develop student handbook that details school-wide expectations (“What does it mean to be leader at EV?”) ▪ Celebrate birthdays and special events daily via the live stream ▪ Invite Southland Transportation in at the beginning of the year to review bus safety and have kindergarten students for a ride along ▪ Continue with school-wide use of Kelso’s Choice for conflict resolution ▪ Increased focus on responsible use and digital citizenship through explicit teaching and guest presenters (Paul Davis)
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs. ▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals. 	<ul style="list-style-type: none"> ▪ Purchase of 6 assistive devices for the exclusive use of learning support programming ▪ Focus on school-wide Collaborative Response Model in providing targeted intervention ▪ Weekly School Resource Group (SRG) meetings between admin, teachers, learning strategists, CDA to review student profiles and establish support plans ▪ Weekly Collaborative Planning Time for grade teams and Learning Lead to discuss student needs, programming and potential groupings. ▪ School-wide goals/challenge (reading and math?)
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus. 	<ul style="list-style-type: none"> ▪ Engage in on-going consultation with parents, students and staff regarding decisions in order to consider all perspectives ▪ Transparent communication regarding decisions and how decisions placed students at the center. ▪ Opening of the parent portal in all subject areas. Provide timely feedback that is used to drive instruction and next steps. ▪ Continue to ask ourselves “How will this decision impact student well-being/achievement?”

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

In a position of service to others, how might we create an environment that best meets the needs of the whole learner?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ Feb 4, 2019		
Public Website Development	▪ Feb 5 – 6, 2019	▪ Nicko Briones, Trina Wilkie	▪
SGF Centralization and Ecommerce Development	▪ Feb 7 – 8, 2019	▪ Lindsay Adams, Shelly Erickson	
Staff Web Portal Introduction	▪ Feb 28, 2019	▪ 7:30AM	
Onsite Support	▪ March 7, 2019	▪ Approximately 25 – 30 teachers require release time	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff		2 634 933	2 242 563
Support Staff		518 133	520 992
Services & Supplies		69 657	39 661
Other		0	0
Contingency		0	0
TOTAL EXPENDITURES		3 222 723	2 803 216

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 3 rd , 2018
School Council	<input checked="" type="checkbox"/>	April 11 th , 2018

I, Lindsay Adams, certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

May 25th, 2018 _____
Date



School Council Chair Signature

May 25th, 2018 _____
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018 _____
Date

