



HELOISE LORIMER

2015 - 2019 School Education Plan

May 2018

Year Four



MESSAGE FROM SCHOOL PRINCIPAL

The Heloise Lorimer School learning community recognizes that literacy and numeracy are foundational to all learning and that the development of 21st Century competencies is required to be successful now and in the future. Every teacher supports the development of these competencies and is a literacy and numeracy teacher, as these skills are developed and used in all areas of learning. This is supported by system wide commitment and through school leadership, partnerships and professional learning.

To ensure all students are successful at developing these skills and competencies it takes a commitment of time, community engagement, quality programming, research and evidence, a shared vision, leadership in numeracy and literacy learning and having the appropriate resources.

As you read through our education plan, you will see how our learning community is intentional in addressing the importance of being literate and numerate and building 21st Century competencies in all of our students through our school education plan goals and effective strategies to achieve these goals. A process of having a mission and vision, developing goals and objectives, implementing strategies, gathering data, and reflecting and revising the plan is reposted and documented yearly in our School Education Plan.

Brenda Valerio
Principal

Heloise Lorimer School enlists all members in building and maintaining an active and engaged learning community while providing students opportunities to learn skills and develop habits that will benefit them throughout their lives.



SCHOOL PROFILE

School Name: Heloise Lorimer School

Principal: Brenda Valerio

Assistant Principal: Barry Anderson

Assistant Principal: Terry Lewis

Address: 6 Kings Heights Drive SE,
Airdrie, AB T4A 0W6

Phone: 403-945-4135

Email: lorimer@rockyview.ab.ca

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

Grade Configuration: K - 8

Student Population: 850

No. of Teachers: 47

No. of Support Staff: 15

Unique Features of our school include:

- New school community going into our 3rd year of operation
- Design supports the use of break out and collaborative spaces
- Flexible spaces and furnishings to create universal learning environments
- No buses – walk to school community promoting a healthy active lifestyle
- Leading in Science Technology Engineering Art and Math (STEAM) approach to learning

Quotes from Parent Advocates

“Heloise Lorimer School is an open, welcoming learning community. The staff genuinely care about the students and have their best interests at the core of their decision making. I feel so fortunate that our children are a part of such a caring environment and am excited for all the learning opportunities afforded to the students at each grade level.” ST

“In my kids’ school I hope for creativity, opportunity and acceptance. Heloise Lorimer has proven to be these, as well as a safe place where the virtues that are instilled in the kids are demonstrated through the integrity of the school.”SE

RECENT ACHIEVEMENTS

Community Building

At Heloise Lorimer, we are proud of the connection with our learning community. One of the unique features of our school is the fact that all of our students are within walking distance. We have a diverse population of learners and everyone has a place to belong within our school.

Our students and staff continue to be highly engaged in our school and wider community. Some of the ways we celebrate and include the learners within our school community include: our Virtue assemblies, music concerts, Valentine's Day dance, Festival of Knights, theme dress up days, and field trips. Our students and staff also make substantial investments in our community to better the lives of those around us. We have participated in various activities and initiatives such as: Terry Fox Run, Airdrie Food Bank, Nickels for Knights, and a community cleanup.

As well, we were honoured to have Elders and members of the Niitsitapi, Stoney Nakoda, Tsuu T'ina and Métis Nations share a Pipe Ceremony with our students and staff. Finding authentic ways to engage with our school community has contributed to our school culture. Diversity, respect, and inclusion are key components of our school identity.

Our School Council and Friends of Heloise Lorimer Society continue to be key assets in building our culture and future. This year, our School Council established its by-laws and then hosted parent information workshops for new school councils and fundraising societies. Our Friends of Heloise Lorimer Society have succeeded in their efforts to gather the necessary funds for our new playground. We are hopeful that we will be able to begin the construction of our playground by early June 2018. It takes many hands to make a community and we are fortunate to have an active and engaged group of parents who contribute to our school culture and identity.

Diversity in Learning Design

Heloise Lorimer is a beautiful school and its design lends to flexible learning spaces, and diversity in learning. Our building design has allowed us to offer a variety of diverse learning opportunities such as: STEAM, Career and Technology Foundations, CTF, the Flex Room, and student breakout areas. STEAM – science, technology, engineering, art, and mathematics, has been incorporated in many grades and

student design projects. Students harness their creativity and collaborative skills as they engineer solutions to address real world challenges. We have a core group of students who have been recognized for their ingenuity and talent at the Telus Spark Centre and the Girls in Tech for Rocky View Schools this year. WE ECO and the Green Team lead our school recycling and environmental awareness programs.

Our school design and flexible spaces allow students an environment that best meets their learning styles. Our student gathering area and break out spaces are utilized daily for groups of students and alternate learning. Our Flex Room provides us the opportunity to provide unique programming for some of our diverse learners. Our CTF space is utilized for our options classes and regular classes for: woodshop, art, design, and foods.

Engaged Citizens

Students, staff, parents and community members are highly engaged in activities and initiatives that are giving back to our school community in positive ways. Some examples of our engaged citizens are our ECO Team the Green Team who are active daily collecting and sorting our recyclables. This team helps to educate the whole learning community about how we can best be a positive force in cleaning up our planet and creating a more sustainable future. We also have our STEAM team and Tech Girls who play a huge leadership role in promoting authentic Science, Technology, Engineering, Art and Math integrated learning at our school. We have students who have started precedents for student activities and opportunities such as our now yearly Student Talent Show, Colouring Club, Dance Club, Karaoke Club, Office Helpers, and Cleaning Helpers among many. Students have also taken the initiative to change certain policies that they feel are not serving a purpose or go against what they believe. Currently, our students have put together a proposal and a petition to change our dress code and hat policy. It is in the process of final review and many of the suggested changes have been agreed on by students, parents and staff. Many students have shown their entrepreneurial spirit (lemonade stands, selling their crafts and homemade slime) outside of school and donated any proceeds to our playground fund. Students are always approaching teachers and administration with ideas of how we can make the school better and also how we can do things to help the world.

Many of their ideas do get put into action with the right planning and support from parents and staff. Our parent council is alive and well with solid and regular attendance by 15-25 parents. Our Friends of Heloise Lorimer Society has also been fully engaged in fundraising initiatives to support our new playground getting installed this summer. We have many parents, grandparents and community members who come in and volunteer their time to help students with reading, support classroom activities, art activities, field trips, grade 8 farewell and other school events. Our parent community is very supportive in many ways and all of our school events are well attended.



PRIORITY AREAS OF FOCUS

Literacy and Numeracy

Literacy continues to be an area where we want to focus some of our time and professional learning this year. Some of the ways we are currently supporting literacy are: reading buddies, leveled home reading library, Leveled Literacy Intervention, We Read, Costco Reading Program, and parent volunteers. One of the areas we want to grow is in the area of RTI, Response to Intervention. Grades 1 – 3 are important years when it comes to early literacy. We want to create a student support model that provides much needed intervention for our struggling readers. One of the components of our RTI plan is through the Leveled Literacy Intervention, LLI program. We have the LLI kits, so we need to have staff who are trained in the LLI approach. A second priority in our work with literacy is to increase the amount of assignable time we have for our Literacy Lead teacher. Other areas we plan to continue our work in literacy will be with the Readers and Writers Workshop.

In addition to literacy, we also want to begin working on some numeracy professional learning. In our work with numeracy we want to either create or review the numeracy continuum at each grade level. The feedback we get from teachers and parents continues to be an emphasis on the basic math facts. We want to identify and hone in on the essential numeracy facts and skills for each grade. We also want to support teachers as they select their numeracy resources. Having identified teachers within our school and grade teams who are math specialists will help lead our work in numeracy.

Asset Utilization

Due to the large number of students with diverse learning needs and complex needs, we are always reflecting on and revising how we use the resources we are allotted. Since these resources are limited, it is very important to make sure we use them in the most effective and efficient ways that impact learning in the most positive way. All of our decisions are student centered and we try to do what is best for all students and create the most optimal learning environments. Due to these resources being so limited, we have to try to utilize them in creative ways that support all learners in some way. Over the past year and a half, we have had many successes with how we allocate our resources but we are also finding some areas that we do not feel are getting the support they require. This is often the people resources that we feel we need but can also include learning resources and professional learning in areas that we may not feel as confident supporting. In the 2018-2019 school year, we have made some very specific and intentional changes and additions to our resources in many areas that we feel need the extra resources. We are confident through the feedback we have collected and our own research and observation that the changes and restructuring of resources will have a positive effect on the overall school culture and learning environment for all.

Mental Wellness

Mental Wellness continues to be an area of focus at Heloise Lorimer. Our staff has done a lot of work and professional learning around mental wellness over the last two years. We have incorporated a variety of programs and strategies to provide support for our students including: Zones of Regulation, Collaborative Problem Solving, Social Thinking programs and resources, the Flex Room, Dog Therapy, Active Living Days, Stepping Stones, and noon hour clubs.

Our Child Development Advisor, CDA and Positive Behaviour Strategist, PBS have been key resources for both our students and our staff. Our CDA and PBS provide counseling, small group work, and Friendship Clubs for many of our students on a daily basis. Our CDA, PBS, Learning Support Teachers, and Administration help to coordinate services within the school and outside agencies to provide student and parents with support. Much of the support that our students need depends on having available personnel in our building to work alongside these students.

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 who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort). ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Percentage of Gr.1-8 students attaining grade level expectations in English Language Arts and Mathematics (new). 	<ul style="list-style-type: none"> ▪ Create a school RTI model to address the needs of our early readers. ▪ Provide LLI training and support for grade teams. ▪ Have a half time Literacy and Numeracy Specialist. ▪ Create a numeracy continuum at all grade levels with a focus on basic math facts.
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. ▪ (RVS) Percentage of students, parents, and staff who agree that students are building 21st C competencies. 	<ul style="list-style-type: none"> ▪ Create a communication to help parents understand 21st Century Competencies. ▪ Review and communicate common grade level language and rubrics (visuals) for 21st Century Competencies. ▪ Continue to participate in community activities such as Terry Fox, Lioness Club, Food Bank and community clean up.
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students, parents, and staff agree 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"> ▪ Focus on balanced assessment in all subjects and grades. ▪ Work on most effective components to be included on teacher pages for student and parent reference. ▪ Peer and parent review teacher pages to keep consistency between classrooms and grades.

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

GOAL: LEARNERS ARE ENGAGED.

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
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 understand and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Developing and integrating STEAM activities and Inquiry Based Learning projects into each grade level. ▪ Have a lead teacher identified and given time to coordinate the STEAM space and programming for all grades.
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"> ▪ Review results of the SOS-Q data to create action plans that address student needs. ▪ Confirmation and consolidation of Guided Reading, Running Records, and phonics practices in grades 1 – 3. ▪ Focused PL in best practices to engage students in literacy and numeracy learning. ▪ Create collaborative planning time for teacher teams.
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"> ▪ School Council and Society help to guide our decision making and support community events within our school. ▪ Continue to utilize Power School and the parent portal to communicate student achievement and areas of growth ▪ Gather parent input through discussions, parent surveys, emails, and focus groups. ▪ Communication of school results and strategies to address issues at staff meetings, School Council, on the website and in our newsletter. ▪ Continue working with outside agencies to support diverse learners as well as to support literacy and numeracy.

GOAL: LEARNERS ARE SUPPORTED

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
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">▪ Use our CDA and PBS to provide individual and small group support.▪ Begin staff PL on Mindfulness and Mind-Up.▪ Continue to utilize practices of Social Thinking and Zones of Regulation with students.
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">▪ Utilize the Flex Room as an alternate learning space for some of our students.▪ Use school-based PL to create a knowledge base for our teachers in the field of mental health.▪ Use school-based PL to assist teachers and staff with strategies in working with students who have mental health issues.
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">▪ Continue to utilize Power School and the parental portal to communicate student achievement and areas of growth.▪ Create a student governance body.▪ Continue with the monthly Virtue Assemblies.▪ Students have the ability to showcase their learning through web pages or an e-portfolio.

(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 Questions:

How can we have the most impact on our students' literacy and numeracy learning in relation to our curricular outcomes?

How can we best support our students in optimal self-regulation for learning?

How can we support overall wellness in our school community?

SCHOOL BUNDLE ROLL-OUT

School Bundle Roll-out

Administrator Debriefing	•April 29, 2019
Public Website Development	•May 6 th and 7 th , 2019
SGF Centralization and Ecommerce Development	•May 1 st and 2 nd , 2019
Staff Web portal introduction	•May 24 th , 2019
Onsite Support	• June 3 rd , 2019 15 (3 groups of 15 split over the day)

BUDGET HIGHLIGHTS

	2017/18	2018/19
Certificated Staff	\$3,504,583	\$4,069,147
Support Staff	\$872,629	\$793,890
Services & Supplies	\$146,031	\$190,677
Other- Inclusive Education	\$249,250	\$288,160
Contingency	\$2000	\$3733
Enrollment Numbers	740 Students	850 Students
TOTAL EXPENDITURES	\$4,523,244	\$5,053,714

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"/>	March 14, April 18, May 9, May 18, 2018
School Council	<input checked="" type="checkbox"/>	March 14, April 18, May 9, 2018

I, Brenda Valerio, 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.



May 23, 2018

Principal Signature

Date

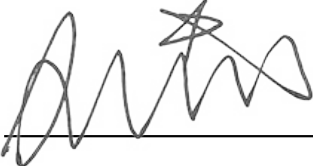


May 23, 2018

School Council Chair Signature

Date

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



July 6, 2018

Superintendent of Schools

Date