



RAINBOW CREEK ELEMENTARY SCHOOL

2015 - 2019 School Education Plan

May 2018

Year Four

MESSAGE FROM SCHOOL PRINCIPAL

Throughout the 17/18 school year and in anticipation of celebrating our tenth year as a learning community, we engaged in a process of revisiting our school's vision, mission and motto. Staff, students and parents worked together to identify the narrative of Rainbow Creek Elementary while examining what learning looks like, sounds like and feels like. Together, we developed a framework that we believe captures the essence of our school community and through which we will bring our School Education Plan to life.

Vision: Creativity, happiness and passion thrive here.

Mission: At Rainbow Creek Elementary, creativity, happiness and passion grow through meaningful experiences and a culture of care, trust and respect.

Motto: Care Create Grow

Keeping these tenets in mind and considering what our students will need to be literate and numerate and build 21st Century competencies, our school will focus on practices that engage and support all learners.

Over the past two years, we have built our staff's capacity in the implementation of a balanced literacy program with a focus on the gradual release of responsibility. Staff have created programs that include guided reading, purposeful read alouds, and independent reading. Working with our district's literacy specialists and with guest mentor, Lori Jamison, teachers have examined practices such as writer's workshop and how to improve their instruction of writing. While we expect to continue to solidify our practices in literacy instruction, during the 2018/19 school year, we will begin to deepen our understanding of effective, research-based numeracy practices. We will engage with the district's numeracy specialists and explore how we can use our understanding of the gradual release of responsibility in a balanced numeracy program that focuses on the pillars of numeracy (fluency, reasoning and problem solving) as identified in the RVS Literacy and Numeracy Framework

As a staff, we will engage our students in meaningful learning experiences that promote the acquisition of the 21st Century competencies. We will use digital portfolios to provide families with real time access to their child's learning journey and development of 21st Century competencies. We will encourage our students to explore their passion and create things they are proud of.

2018/19 marks a significant milestone for Rainbow Creek Elementary. In ten years, we have grown from a K-4 school with 250 students and staff to a K-5 school with 550 students and staff. We have redesigned our Learning Commons so that it is no longer a traditional library but an open vibrant space that includes a literacy space and a maker space. By the fall, we will have seen the addition of twelve relocatable classrooms. It is an exciting time to be the principal of this dynamic elementary school and I am looking forward to watching creativity, happiness and passion thrive here!

~ Dawn M. Rife, Principal

School Name: Rainbow Creek Elementary School
Principal: Dawn M. Rife, M.Ed.
Address: 285 West Creek Drive, Chestermere, AB T1X 0L2
Phone: 403-273-8129
Fax: 403-273-0364
Email: rainbowcreek@rockyview.ab.ca
Website: <http://rcreek.rockyview.ab.ca>

School Profile:

Grade Configuration: Kindergarten to Grade 5
Student Population: 520
No. of Teachers: 28
No. of Support Staff: 17

Unique Features of our school include:

- We have developed a set of “I can” statements that form the core of our school’s beliefs.
- We are a community school where many of our students walk, bike, scooter or skateboard to school each day.
- We are privileged to support a significant number of English Language Learners.
- We are honored to have a large number of parent volunteers.
- Our Enhanced Supports Team serves students with complex communication needs.
- We have a learning buddies program which partners older students with younger ones.
- Our students organize and run student-led clubs at lunch.
- We have a strong, vibrant music program.
- We value flexible learning spaces.

Quotes from Parent Advocates

We have been incredibly happy with our experience at Rainbow Creek- it’s a welcoming and safe environment that our kids love being in. Both of our children have shown excellent growth in all areas of curriculum. As parents we especially enjoy the focus on literacy as we know how important this is to their future education. It is also very beneficial to our children to be placed in inclusive classrooms that include all different types of students. This has helped them to develop a very good sense of inclusion in their daily lives. Overall we couldn’t be happier with our children’s school! ~ Parent Advocate

My children are in Grade 2 and Kindergarten and absolutely love going to school each and every day. When I asked them to describe Rainbow Creek they responded “super fun and we love our teachers” and you really can’t top that. This is just one of the reasons we love Rainbow Creek Elementary School.

The teachers and support staff are so amazing and creative. Their new techniques and strategies make learning and conquering any new challenges fun and not intimidating. I love to volunteer and as chair of our school council, this is my way to participate and give back to the school that gives my children so much. ~ Parent Advocate

RECENT ACHIEVEMENTS

Rainbow Creek has experienced an exciting, forward thinking year as we involved all stakeholders in revisiting our vision, mission and motto. Through a variety of carefully crafted activities and experiences, we worked to identify the narrative of Rainbow Creek Elementary. Engaging student voice, activating parent reflection and drawing on staff experiences, we critically examined what learning looks like, sounds like and feels like. We designed a framework that captures the essence of our school community and represents all that we do, feel and express.

We have updated our learning commons to create a space that is inclusive, flexible and learner-centered to encourage collaboration and inquiry, and deepen learning. Our redesigned learning commons supports our learners with access to literacy, numeracy, competency development and co-creation of knowledge. Connected to our learning commons is our newly constructed makerspace. In designing our makerspace, we hoped to create an environment that fosters creation, innovation and collaboration and empowers our learners to be creative capable citizens.

We have continued our focus on enhancing literacy instruction through dedicated professional learning. To support our teachers in continued improvement of their literacy practice they attended literacy workshops, grade teams were given time to plan and implement learned literacy strategies, and literacy learning coaches worked in classrooms with teachers and students. Teachers have used these learning opportunities to reflect on their literacy instruction and examine best practices to tailor their instruction to meet the literacy needs of their students. Visible in all classrooms are interactive word walls, effective use of Daily Five structures, posted learning targets, purposeful read alouds, fearless speller charts and student showcases for reading and writing.

Communication of student learning has been a focus for our school this year. The beginning of this process was opening our Power School parent portal in phases which allowed teachers to become proficient with the reporting system. We supported parents in learning how to access the parent portal to view assessment data. We also started to explore an electronic web-based portfolio system (All About Me) that will allow students, parents and teacher to share and reflect up on learning artifacts.

21st Century competencies have also come to the forefront at Rainbow Creek. To help prepare our learners for their future, it is imperative that we also inform parents/guardians about what skills their children will need for their future. Through our weekly newsletter and classroom competencies focus, we have worked to provide clarity through defining and giving visible examples of our students exhibiting 21st Century competencies. These measures have helped staff, students and parents in understanding the competencies and why they are essential for our students.

PRIORITY AREAS OF FOCUS

Communication of Student Learning

Rainbow Creek Elementary School is very excited to have been chosen to participate in Rocky View Schools' Real Time Reporting Initiative for the 2018/19 school year. Real Time Reporting will provide families with assessment information in an ongoing, meaningful, and consistent manner. In addition to their child's digital gradebook, families will have access to their child's digital portfolio of learning. The digital portfolio will highlight learning experiences, incorporate goal setting activities, and chart student progress in the development of 21st Century competencies. Student reflection will be a key piece of the portfolio development as will the ability for families to provide ongoing real time feedback on their child's learning journey.

Training, information sessions and side-by-side supports will be provided throughout the year to staff, students and families so as to best leverage the information provided through real time reporting.

Numeracy Instruction

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living. A priority for us in the 2017/18 school year will be to examine numeracy instruction in our school to ensure that we are providing our students with the skills that they will need in the future. We will work with the school district's numeracy specialists and focus on the pillars of numeracy (fluency, reasoning and problem solving) as identified in the RVS Literacy and Numeracy Framework. Appropriate and timely professional learning opportunities will be provided to our staff.

Learning Supports

Supporting all learners begins with ensuring that all who enter our learning community feel safe and valued. This is definitely an area of strength for our school. One of the ways in which we have been able to cultivate a safe and caring environment in our school is through our focus on inclusionary practices and the development of universal learning environments. We will continue to emphasize these practices by encouraging classroom teachers to co-plan and co-teach with our Learning Support Team. To facilitate this, we will provide professional learning opportunities around social/emotional development and a deeper understanding of diverse learning needs and how the principles of Universal Design for Learning can be used to address these. We will also explore the use of both educational and assistive technologies to support different learning needs and styles.

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"> ▪ Use Rocky View Schools' Literacy and Numeracy Framework as our guiding document for literacy and numeracy instruction ▪ Provide targeted reading intervention to our most vulnerable learners ▪ Provide professional learning opportunities in numeracy ▪ Design school timetable with common literacy blocks ▪ Increase parent knowledge and understanding of literacy and numeracy practices through the use of school newsletter, school website, classroom blogs, and school council meetings
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"> ▪ Build parent/guardian understanding of 21st C competencies through school website, newsletters, learning showcases, etc ▪ Provide ongoing opportunities for student-centered, authentic learning experiences that explore and showcase a variety of 21st century competencies ▪ Use MyBlueprint's All About Me digital portfolio to capture evidence of student understanding and growth in the 21st C competencies
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"> ▪ Use MyBlueprint's All About Me digital portfolio to support students in setting goals for and developing ownership of their own learning ▪ School-wide adoption of the RVS Real Time Reporting Initiative to demonstrate evidence of balanced assessment ▪ Involve students in the assessment process, including the development of rubrics. ▪ Identify clear learning targets (I Can statements), learning goals, essential questions and big ideas for students ▪ Develop ways and opportunities for students to showcase and celebrate their learning (WOW Boards, art gallery)

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 understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Support the continued redesign of our Learning Commons and Maker Space to provide students and staff with a flexible learning spaces ▪ Support teachers in the development of authentic learning experiences ▪ Provide professional learning opportunities around inquiry and/or design thinking
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"> ▪ Use SOSQ data to further our understanding of social/emotional elements affecting our students ▪ Promote professional learning opportunities for all staff to enhance their skill set and in support of the school's goals
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"> ▪ Provide access to supports such as the Chestermere Therapy Dogs ▪ Further our connections with experts and resources within our school community such as the "Bee Guy", the Chestermere Historical Society, the local RCMP

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

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">▪ Using the newly-developed vision, mission and motto, revisit school code of conduct and rewrite the school handbook
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">▪ Learning Support team involved with co-planning and co-teaching at all grade levels▪ Provide professional development to support the use of classroom technologies and assistive technologies▪ Promote flexible learning environments and provide supports for developing self-regulation
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">▪ Develop strategies for embedding the school's newly-designed vision, mission and motto into the day-to-day operations of the school▪ Implement the strategies for the divisional attendance project to improve student attendance

(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:

How do we create an environment in which all learners thrive?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ March 15/19	
Public Website Development	▪ March 11 & 12/19	▪ Stephanie Chalmers (Webmaster) ▪ Mary Lou Keiller (School Tech)
SGF Centralization and Ecommerce Development	▪ March 13 & 14/19	▪ Kay Mackey (Secretary)
Staff Web Portal Introduction	▪ April 1/19	▪ Staff Meeting at 3:00-4:00PM
Onsite Support	▪ April 8/19	▪ 25 teachers requiring substitute teachers

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$2 492 463	\$2 664 425	\$2 726 503
Support Staff	\$607 064	\$570 016	\$624 563
Services & Supplies	\$172 131	\$142 624	\$147 228
TOTAL EXPENDITURES	\$3 515 878	\$3 454 555	\$3 568 416

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"/>	April 11, May 2, May 18, May 30, 2018
School Council	<input checked="" type="checkbox"/>	April 11, May 28, 2018

I, Dawn M. Rife, 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

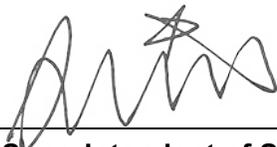
May 31, 2018
Date



School Council Chair Signature

May 31, 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