



École Edwards Elementary

2015 - 2019 School Education Plan
May 2018
Year Four



MESSAGE FROM SCHOOL PRINCIPAL

École Edwards is a dual track French Immersion School where we develop and empower learners to be leaders while ensuring we recognize and celebrate the success of everyone. Students come to Edwards to find the leader within and they leave with the tools to be a leader for life. These tools include a strong focus on essential learnings including literacy, numeracy, and the 21st century competencies within the framework of our RVS vision and goals. Embedded within these essential learnings, we foster a school culture that embraces the Leader in Me vision that strives to realize the greatest potential of every learner while supporting the whole child, including their Social-Emotional and physical wellbeing.

We are a community of learners: students, parents, and staff where we recognize the need to nurture the whole child: hearts, minds, and physical wellness. We appreciate each learner's unique strengths and qualities. We build upon our strengths and interests as well as provide support where needed. When students require support, a helping hand with literacy, numeracy, or other essential learnings, we provide the needed assistance to ensure that all students achieve personal excellence. We encourage and develop leadership where one's contributions can be recognized throughout our school community. We foster a love of literacy and numeracy as a means to open doors of interest and to spark curiosity within our students both at home and at school. We create learning spaces where students feel they learn best, anytime, anywhere, and can be successful.

We have many tools and many approaches that we bring to life to help our students thrive. Collaboration as a learning community is essential in how we foster student success. Teachers are always seeking to understand and build upon their capacity whether it is through collaboration in grade teams, with our Learning Support teachers, or through school-wide Professional Learning. We welcome every opportunity to collaborate with our parents regarding the vision for Edwards. Additionally, we build the leadership potential of our students through our embedded Leader in Me culture that includes leadership jobs for our students, student-led clubs, and providing further leadership opportunities. Literacy is the cornerstone of our learning. We have partnered with our parents through our Home Reading and Home Sight Word program to instill that love of reading while opening doors to an incredible joy for learning. Common literacy blocks for each grade that incorporates guided reading adds to our students' literacy foundation. Our literacy support extends to targeted intervention to small groups where needed, to ensure those that require additional support receive it, and can flourish. We understand the necessity of differentiation to challenge the potential of every student. We foster a teacher practice of authentic assessment of student learning that is formative in its support of ongoing student progress. Lastly, we strengthen the heart and the mind when we strengthen the body. Daily physical activity and embedded physical literacy enlivens our students and maximizes potential learning while building character.

As a school community we aspire to guide students to find their voices, their passion, and see their successes. We endeavor to inspire them and to create confident learners who are willing to take risks. We create numerate and literate students that are masters of their own learning. We nurture students to be great citizens that are ready and able to succeed in the 21st century. Edwards leaders are critical thinkers, problem solvers, and collaborators that have great skills in communication. **Together we...Learn Succeed Lead. Ensemble nous... Apprenons Réussissons Dirigeons.**

Peter Fultz,
Principal

SCHOOL PROFILE

School Name: **École Edwards Elementary School**

Principal: Mr Peter Fultz

Assistant Principals: Mrs. Jennifer Gervais, Mrs. Devon Sawby

Address: 241 Jensen Drive NE, Airdrie, Alberta T4B 0G2

Phone: (403) 948-5922

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Email: edwards@rockyview.ab.ca

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

Grade Configuration: Kindergarten to Grade 5

Student Population: 738

No. of Teachers: 37

No. of Support Staff: 23

Foundation Statements:

Vision

Together we . . . *LEARN, SUCCEED, LEAD*
Ensemble nous . . . *APPRENONS, RÉUSSISSONS, DIRIGEONS*

Mission

At École Edwards we develop and empower leaders and learners. Together we recognize and celebrate the success of everyone. Our learners are prepared to be leaders for life.

Beliefs/Principles:

***Come to Edwards to find the leader in you.
Leave with the tools to be a leader for life.***

- **We believe** that reading is the foundation for successful life-long learning.
- **We believe** that students' needs differ and it is our responsibility to help each learner reach his or her own personal excellence.
- **We believe** that through our Leader in Me initiative, which teaches our learners the 8 Habits of highly effective people, we will succeed in empowering each student to be a leader in their own way.

Unique Features of our school include:

- K-5 dual track school (French Immersion/English) with a real sense of community
- Focus on differentiated instruction – meeting the needs of all learners
- Increased accessibility of a variety of technologies to enhance and accelerate teaching and learning
- Outstanding music program in both French and English that has been recognized provincially
- Civically minded and environmentally aware – dedicated to improving the world we live in through a variety of initiatives
- Leader in Me school which means we use the 8 Habits to develop strong student leadership
- Committed parental/guardian support and involvement

Quotes from Parent Advocates

"École Edwards has been a warm and welcoming place for my son's first year of school. They provided strong motivation for learning, with a particular focus on reading, and successfully balanced this with the development of emotional competencies."

- CV-S (K FI Parent)

"As a parent of two students at École Edwards Elementary, I really appreciate all of the efforts that are made to enhance my children's lives through the education that they are receiving. I always feel welcome and appreciated when volunteering, as well as when picking up and dropping off my boys. The teachers and support staff are always ensuring that the children are set up for successes. Whether it be with setting up specific goals and ways to achieve them or helping them when they are struggling with communication between their peers. My boys are always excited to go to school and as excited when they arrive home to tell us all about their day. Thank you for building a strong education foundation to support my children's futures."

- GI (K, Gr.1 and Gr 3 English Program)

RECENT ACHIEVEMENTS

Targeted Literacy Support

Through a comprehensive response to intervention we have continued to be able to more effectively identify and target support for students. Ongoing reading assessments that included running records and RVS reading comprehension benchmarks were an essential part of teacher practice. In support of building teacher capacity, staff were provided Running Record and Guided Reading training and participated, both at the division level and the school level, in professional learning with literacy including Writers Workshop. Our RVS Literacy Specialists also worked with and supported our grade 4 and 5 teachers to continue to increase their literacy practices.

We have determined the specific literacy needs and the supports required to foster literacy success for every student. This ranged from support and instruction within guided reading groups in the classroom to more extensive support through the response to intervention model. Our literacy support team of teaching professionals worked with small groups in French Immersion and English primarily with grades 1 and 2 as well as grade 3 students. Targeted support through small groups reached almost 100 students while every student benefited from in class literacy support and instruction.

Physical Literacy

The École Edwards team strives to develop the whole child by focusing on their academics, their socio-emotional health and their physical well-being. From the Ever Active grant and mentorship, we received in the 2016-2017 school year, we have built a physical literacy committee to continue to enhance our learning community. This committee has successfully initiated whole-school programs (Don't Run in the Hallway – the decals on the floor, three recess breaks throughout the day, and opportunities to experience unique physical activities such as snowshoeing, and Active Living days) that develop coordination, confidence and physical competence. As well, the implementation of the small group program (BOKs) has been a resounding success. BOKs has fostered a social and physical environment that supports the improvement of both health and learning of our students.

Social-Emotional Wellness

Social-Emotional learning supports students in understanding and managing their emotions, developing positive relationships with others, and engaging with their community. Students can learn Social-Emotional competencies just as they learn formal academic skills—through regular interactions with peers, teachers, and school staff inside and outside of the classroom. At École

Edwards we believe strong Social-Emotional skills are critical for students' educational attainment, long-term well-being and prosperity, and their ability to contribute to society.

This year has seen Edwards develop a deeper understanding of developing Social-Emotional skills in our students through the school-wide implementation of the MindUP program. Through the MindUP program students learn about getting focused, sharpening their senses and attitude as well as taking action mindfully. Our teachers have developed a cohort so that we can build efficacy within our building, supporting each other, so we can better support our students in their social emotional wellness.

We also recognize that in order for our students to be ready to learn, their basic needs have to be met. Many of our students have had the opportunity to receive a nutritious breakfast through the successful implementation of our Breakfast program to start their day.

PRIORITY AREAS OF FOCUS

Literacy and Numeracy

Literacy and Numeracy are essential and foundational for student growth and success as a learner. RVS has developed a purposeful division-wide Literacy and Numeracy framework to reinforce and build upon this crucial foundation. École Edwards Elementary recognizes the need and importance of committing a strong focus in terms of job-embedded learning through our RVS Literacy and Numeracy team, Learning Support Teachers, professional learning opportunities for all staff, and the engagement of our parent community as active participants. Additionally, there has been a commitment of people resources, both professional and paraprofessional, as well as acquiring more professional resources and extensive resources for our students. Focused instructional time within the classroom through effective practice that reflects student-centered learning will be a cornerstone of our literacy and numeracy priority.

Our focus on Literacy will continue to involve effective performance measures that will identify learners that would most benefit from an Early Intervention Program. Student success and growth in terms of fluency and comprehension will be assessed through these performance measures. Students that require support will receive it primarily with the classroom teacher through the implementation of the École Edwards Literacy Framework which will continue our focus on reading success with an emphasis on guided reading, but with all aspects of balanced literacy infused into literacy practice. The development of student writing skills will be of greater focus in the coming school year. Every student will be afforded the opportunity for literacy growth and success.

Beginning to build and enhance teacher capacity and to develop common numeracy practices consistent with the RVS Literacy and Numeracy framework will be a developing focus. We will work with all stakeholders beginning with an emphasis on student mastery of basic facts. This effort will have involved every stakeholder including parents as we build upon the success of our home literacy program with the idea of a home numeracy program. Collaboration with the RVS numeracy specialist as well providing rich professional learning opportunities with numeracy for professional staff will be central to growing teacher capacity.

Social Emotional Wellness

As a school community we will continue to embrace the MindUP curriculum and participate in the RVS MindUP Cohort and the professional learning provided. This Social-Emotional support program offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. Teachers model the approach and their participation supports our students continued Social-Emotional Growth. Aside from our participation within the cohort, a school wellness committee

will be created to champion and and foster MindUP and social emotional wellness within our Edwards community. This lead group will develop and instill a common language in both French and English for MindUP across the school community.

Connected to Social-Emotional learning is our continued emphasis on Physical Literacy. We will build upon the success of our volunteer based before school BOKS (a physical activity program that improves our children physically, mentally and socially through movement). This outlet for physical wellbeing will reach more students with the continued promotion of the program and the expanded support of our school community through parents willing and able to volunteer. Daily Physical Activity will continue to be part of our school based support for physical literacy including the expanded utilization of our new snowshoes as one means to maintain student activity in winter. A healthy body helps support and foster a healthy mind.

Our focus on Makerspace is another facet of meeting the needs of the whole child that fosters student self-expression and the encouragement of student innovation as well as the development of critical thinking to build student self-confidence. Our Makerspace is now accessible and available with many resources, tools, and materials that includes mobile carts for classes to provide students the opportunity to challenge their thinking and expand their view of innovation. The student that is a critical thinker and a risk taker will have a better sense of self.

Assessment

Rocky View Schools believes that the primary goal of assessment and communication of student learning is to inform teaching and to promote student learning. *In keeping with the spirit of that belief* assessment shall be ongoing, meaningful, consistent and accurate for all students, embracing multiple forms of assessment as significant processes for student success in the 21st century.

École Edwards will develop a comprehensive framework on assessment that respects the expectations of Rocky View Schools in keeping with sound and authentic assessment practice and reporting. This authentic assessment that provides ongoing meaningful feedback will find the right balance to fulfill the expectations of the multiple means of communicating student learning through: Goal-Setting, Three-Way Conferences, Portfolios, the Public Portal, and the CoSL (Report Card). In achieving this end, the professional staff will collaborate on a common approach founded in current pedagogical research on assessment and will invest time in professional learning on authentic assessment.

Students will be introduced to a new platform for their portfolio known as My Blueprint that will be used to both reflect on their learning and share that reflection with their families. This is one essential part of assessment for learning that is an ongoing process that arises out of the interaction between teaching and learning. We will strive to ensure that every student has the opportunity to begin to use this new portfolio platform.

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (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"> • School-wide use of common literacy assessment tools including RVS assessments and benchmarks, school-wide reading continuum, etc. • Implement a common literacy framework that incorporates the essential conditions of the Division Literacy framework including consistent school-wide strategies such as Daily 5, CAFE, dedicated literacy blocks, school-wide home reading/sight word program, and targeted supports for enhancing literacy skills. • Provide parent literacy and numeracy supports • Focus on balanced Math practices through teacher PL and teacher collaboration.
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"> ▪ Student-centred focus within the learning showcases that incorporates the 21st C competencies ▪ Expand efforts to explain and emphasize 21st C competencies with all stakeholders ▪ Expand participation in activities that promote community involvement ▪ Focus on digital citizenship
Learners take ownership of their learning.	<ul style="list-style-type: none"> ▪ (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"> ▪ Purposeful use of Balanced Assessment practices including the triangulation of data sources: conversations, process, and products ▪ Implementation of a common Assessment framework to provide consistent and authentic assessment for students. ▪ Renewal of a digital student portfolio with teacher PL support to implement in a meaningful and authentic way.

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">▪ Expand student leadership initiatives and opportunities through community partnerships▪ Complete the development of the maker space within the school to further promote inquiry based learning opportunities
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">▪ Reinvigorate the student lighthouse team▪ Professional learning opportunities that support school and division priority areas including literacy, numeracy, and social emotional learning.▪ Opportunities for students to be engaged in physical literacy initiatives.
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">▪ Tri-school collaboration with students▪ Expand our focus on community outreach (i.e. Friendship Fridays, Leadership Day, ARTember, Bethany Care Centre, Ride of the Mustangs, GEAR, Terry Fox, etc)▪ Visibly show in the school and online, participation and successes of outreach projects and school goals

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">▪ Increased PL on social and emotional needs of children through the MindUP program while supporting its implementation.▪ Use Daily News to continue with daily random acts of kindness/bucket filling messages & Dare to Care Strategies▪ Create a usable student code of conduct reflecting social emotional wellness
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">▪ Build teacher capacity with student goal setting so students can identify (and communicate home) their learning goals.▪ Increase the use of assistive technologies and improve the use of effective strategies in a Universal Learning Environment▪ Ongoing support for the continued use of flexible & fluid learning spaces
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">▪ Increase visible showcasing of student achievements and community involvement (i.e. art wall, numeracy wall, literacy wall)▪ Create a visible timeline of all events on the wall (pictures and explanations) to showcase student involvement/leadership▪ Student made videos speaking to the learning and leading housed on our school website

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 the pursuit of best serving students’ learning needs, how might we ensure Edwards Leaders meet their learning potential as while being supported in an educational environment that fosters social emotional wellness.

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ May 2, 2019		
Public Website Development	▪ May 8, 9, 2019	Gilles Lequin	
SGF Centralization and Ecommerce Development	▪ May 6, 7, 2019	Jaime Keenan	
Staff Web Portal Introduction	▪ May 31, 2019	▪ 8AM	
Onsite Support	▪ June 10, 2019	▪ 7 Substitutes required	

BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	\$3,832,571	\$4,033,055	\$3,734,387
Support Staff	\$776,296	\$724,626	\$691,303
Services & Supplies	\$185,506	\$170,805	\$165,674
Other			
Contingency	\$23,947	\$44,252	TBD
TOTAL EXPENDITURES	\$5,065,014	\$4,982,072	\$4,591,364

*The decrease in funds is the result of reduced enrolments.

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 27, April 10, and May 15, 2018
School Council	<input checked="" type="checkbox"/>	March 28, April 16, April 25, and May 23, 2018

I, Peter Fultz, 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


Date: May 24, 2018



School Council Chair Signature

Date: May 24, 2018

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