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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

Welcome to Elbow Valley – A learning community dedicated to achieving excellence!

Elbow Valley Elementary is proud to serve within the communities of Elbow Valley, Harmony, and Springbank. As part of Elbow Valley's school leadership team, we are committed to creating and supporting a learning community dedicated to achieving excellence. At the heart of our elementary education is finding ways to engage richly with our families and our community. We are all learners.

Our team will continue to focus on the foundation upon which students build essential skills in reading, writing, and comprehending the world around them. Teachers are working to align instructional practice within layers of literacy in concrete and thoughtful ways. Our students will not only thrive academically but also develop an authentic love of literacy in all its forms. Through purposeful planning and targeted support, students at Elbow Valley will progress through the layers of literacy, gaining confidence in themselves and their skills. We recognize the importance of collaboration between teachers and parents. We will continue to work together to provide support both in and outside the classroom.

In acknowledging our shared history with the First Nations people of Treaty 7, we are committed to understanding Indigenous Ways of Knowing. Collaborating with RVS Indigenous Specialists, Knowledge Keepers, Cultural Liaisons, and Elders requested through the RVS Learning Branch is foundational to deepening our understanding of supporting all students in our school. Through education and understanding, we strive to contribute to the reconciliation process.

We look forward to continuing to foster school culture through various initiatives. One of the ways is through our ongoing implementation of Positive Behavioral Interventions and Supports. We will engage our community to seek meaningful feedback about our next steps, which will include our PBIS matrix and how parents can meaningfully link the learning from school to home. The matrix allows us to establish norms within classrooms, hallways, the gym, and the playground. Students and parents actively participate in this process, fostering a sense of ownership and pride in our shared learning environment.

Every day, our students eagerly embrace the learning process, ready to make positive impacts within our school community. The support from our parents is commendable; their commitment is demonstrated through active volunteering in classrooms and providing support within the community at large. We remain dedicated to continuous learning, working together to create the best possible educational experience for the people we serve in and around Elbow Valley Elementary.

Sincerely,

Ms. Denise Weaver, Principal

Mme Alanna Berger, Assistant Principal

School Profile

<p>Principal: Denise Weaver Assistant Principal(s): Alanna Berger Website: http://evalley.rockyview.ab.ca</p>	<p>Mission: The mission of École Elbow Valley Elementary, in partnership with the home and community, is to provide an environment that fosters positive self-esteem, respect, and responsibility, and develops skills needed to be lifelong learners.</p> <p>Vision/Purpose/Beliefs: Our vision is to have a healthy, balanced school community with every</p>
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Total Number of Students: 528

Grades Served: K-4

Total Number of:

- Classroom Teachers: 24
- Learning Support Teacher(s): 2
- Learning Assistant(s): 5
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1 part-time
- Office staff: 2
- Caretaking staff: 4 part-time

School Diversity Profile

As with all Rocky View Schools, École Elbow Valley Elementary reflects a rich and diverse learning community.

Notably, 1.3% of our students self-identify as Indigenous students.

English as an Additional Language learners represent 2% of our school population. The languages of these students are diverse and representative of many different cultures.

As an inclusive school, we welcome 1.1% of our students who have significant learning needs.

We are a dual-track school that celebrates French and English languages regularly, including in our live stream announcements each morning. A unique feature is the tri-school location which is near Springbank Middle School and Springbank Community High School. Our school is proud to include a highly engaged and supportive parent community.

The established pillars at Elbow Valley include **We Are Kind, We Are Responsible, We Are Respectful** and **We Are a Community**. Our next steps are to create visuals and develop explicit learning opportunities for our students to build an understanding of what these pillars look like in practice at our school.

Additionally, our school offers house teams, character-focused speakers, friendly helpers, French Culture Week, Musicfest at the Jubilee, artists in residency, family dance, family literacy night, and student-initiated clubs. We are always open and interested in having ways to connect with students and families.

Student Feedback from Spring 2023

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

- Work is challenging
- Lots of selections for books of all levels in the Learning Commons
- Makerspace is always interesting to use, we like the projects
- Teachers help students have fun
- Having a routine and knowing what to do
- Gym
- School work, learning new math questions
- We have a lot of fun at our school
- Reading
- I like all my friends
- I like to go to school every day

What do students think could be worked on or improved?

- Wider variety of books and graphic novels in the Learning Commons
- More clubs
- Arts and crafts



Parent Feedback from Spring 2023

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

- Our kids love to go to school, indicating that we've created a positive school climate.
- Inclusion is evident and celebrated in a variety of ways.
- The guests that enhance learning and the House Team Character Focuses are amazing.
- Support students in French Immersion through Canadian Parents for French to help continue to grow the program.

What do parents think could be worked on or improved?

- Communication can be improved, specifically the web-based platform is not great.
- There is always room for more inclusion.
- More opportunities to invite parent volunteers to the school.



RVS Four-Year Plan Survey Results

Link to Elbow Valley's latest Four-Year Plan Survey Results [Here](#).

What does the survey indicate is going well?

- Results indicate a high level of efficacy among students and staff.
- Students show an understanding of how they can positively impact others.
- Parents are very happy with students' opportunities to be creative and have choices in their learning.
- Most students feel that they can use their literacy/numeracy skills to solve problems in a variety of ways.

What does the survey indicate could be worked on or improved?

- Our participation in myBlueprint as a digital student portfolio and reflection tool remains an area for growth and usage.
- Students feel that they don't consistently have choices in their learning.



RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4.	MIPI	47.4%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 4.	Groupe Beauchemin+	36.9%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.	BAS	65.6%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	70%
Percentage of students who are absent less than 10 percent during the school year.	PowerSchool	60.6%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	87%

What does this data tell us is going well?

- PBIS (Positive Behaviour Intervention Strategies) is successfully being implemented and will continue to be an area of focus as we work with our staff and the divisional team.

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

- Literacy and numeracy programming will continue to be a focus moving forward.

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Elbow Valley Elementary School			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	85.8	83.0	83.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.3	84.2	86.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.6	91.7	92.7	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	75.9	73.5	73.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.8	73.3	76.7	79.1	78.8	80.3	High	Maintained	Good

What does our data indicate is going well?

- Citizenship and Education Quality is a clear success at Elbow Valley and will be an ongoing focus as we continue to move forward as a team.
- Parental involvement is a very important pillar as part of our community's success and will continue to be a focus moving forward.

What does our data tell us could be improved on?

- Student Learning Engagement is maintained but could be an area of focus as we support learners in demonstrating their capacity as self-regulating and developmentally appropriate independent learners.



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: Improve student literacy results in both English and French programming.

School Goal 1: By June 2024, our reading assessment results will increase the number of students reading at or above grade level by 15%.

Data that informed this goal:

Grade	June BAS At/Above	June GB+ At/Above	September LeNs At/Above	September CC3 At/Above
Grade 1	88%	41.5%	N/A	N/A
Grade 2	45%	29.5%	85.9%	N/A
Grade 3	54.5%	16.7%	N/A	65.0%
Grade 4	69.2%	11.1%	N/A	N/A

Connection to the practice guide(s):

Inclusive Education Practice Guide – (page 14) targets universal design for learning which includes the pillars of UDL: multiple means of representation, multiple means of expression, and multiple means of engagement.’

Instruction and Assessment Practice Guide – (page 6) ‘Teachers plan instruction and assessment based around the outcomes in the program of studies, and they do this with the skills and needs of their students in mind. Teachers offer a variety of ways that students can demonstrate their understanding of the outcomes.’

Professional Learning Practice Guide – (page 5) ‘Learning and growing together to meet the needs of students and optimize learning for all require professional learning to be grounded in data.’

Strategies:

- Staff Literacy Working Committee (open to all staff). Continue to support deepening understanding of literacy instruction grounded in Layers of Literacy.
- Align the use of Layers of Literacy practices with instructional staff and leaders.
- Design and provide professional learning opportunities for staff to engage and collaborate with colleagues within grade team planning.

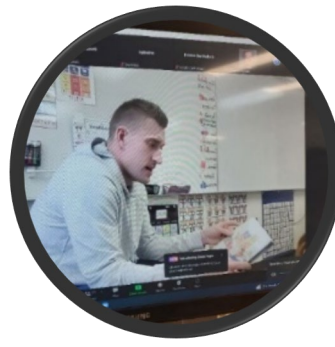
Measures:

- Percentage of students, parents, and teachers who agree that classroom instruction meets the needs of students.
- Percentage of students meeting the literacy outcomes in the Alberta Education progressions.
- Percentage of staff satisfied with the in-school resources designed and provided to support literacy learning challenges as well as for students requiring enrichment.
- Percentage of parents who attend the Literacy Night to gain strategies to support students at home.

Parents can:

- Attend Literacy Night on January 31, 2024.
- Implement the strategies shared by grade teams during Literacy Night at home.
- Participate in the Home Reading program daily.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • Targeted support for a 6-week cycle for Grade 4 students by the school-based team. • Targeted daily support for all Grade 1-4 French Immersion classes. • Targeted support for a 6-week cycle for Grade 3 FI students by the school-based team. • Targeted support for a 6-week cycle in Grade 3 and 4 English classes by the school-based team grounded in Layers of Literacy. • A subcommittee from the Literacy Committee is creating a scope and sequence with the Layers of Literacy progression. 	<ul style="list-style-type: none"> • Align the use of effective Layers of Literacy practices with instructional staff. • Purchase of decodable texts in both French and English with the support of the Director of Instructional Leadership. • Reassessment of At-Risk students in LeNs and CC3 by the end of February.
<p>March 15</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 in any path they choose.

How Might We: Increase students' opportunities to learn and appreciate cultural diversity.

<p>School Goal 1: Measure the percentage of students who agree they have learned about First Nations, Metis, and Inuit and accessed divisional RVS supports.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • Increase in staff requests for support in deepening understanding of First Nations, Metis, and Inuit and support for classroom instruction, this will have a direct impact on student achievement.
<p>Connection to the practice guide(s):</p> <p><u>Inclusive Education Practice Guide</u> – (page 9) ‘Recognizing the residual effects of inter-generational trauma on the brain, learning, mental health, and wellness, we are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action by fostering respectful, supportive, inclusive, and welcoming learning environments.’</p> <p><u>Instruction and Assessment Practice Guide</u> – (page 4) ‘Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high-quality learning.’ ‘Educators are responsible for applying Foundational Knowledge of First Nations, Metis, and Inuit into their instructional design to support the learning experience of all students.’</p> <p><u>Professional Learning Practice Guide</u> – (page 5) ‘Every individual must continue to pursue growth and excellence through an engaged and empowered reflective learning journey.’</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Indigenous Ways of Knowing Working Committee (open to all staff). Work collaboratively with the divisional Indigenous Learning Branch to foster relationships with the Tsuut’ina Nation. • Work collaboratively with the Director of Indigenous Learning to offer and coordinate Professional Learning opportunities to staff.
<p>Measures:</p> <ul style="list-style-type: none"> • Percentage of students who agree they have learned about First Nations, Metis, and Inuit perspectives. • Percentage of staff satisfied with the in-school resources designed and provided to support FNMI learning challenges and for students requiring enrichment.

- Increase in teachers accessing support with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons, and Elders requested through the RVS Learning Branch.

Parents can:

- Attending School Council meetings for updates and more information.
- Read the weekly newsletter for opportunities for teaching and learning at home regarding First Nations, Metis, and Inuit perspectives.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • The Director of Indigenous Learning is helping to establish a relationship between Elbow Valley and Tsut'ina Nation. • The Director of Indigenous Learning is supporting Elbow Valley with a deepening understanding of Indigenous Ways of Knowing which started with our most recent staff Professional Learning Day. • Cultural Liaisons are working together with our kindergarten classrooms. 	<ul style="list-style-type: none"> • Revisit plans previously designed by staff from Elbow Valley for an outdoor classroom to support land-based learning.
March 15	<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 and 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 and focused and demonstrate perseverance and resilience.

How Might We: Support and foster a sense of responsibility and belonging in an inclusive school environment.

<p>School Goal 1: We will increase our PBIS Tiered Fidelity Inventory (TFI) by 10% by the next TFI assessment.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> • PBIS Tier 1 scored 70% in June 2023.
<p>Connection to the practice guide(s):</p> <p><u>Inclusive Education Practice Guide</u> – (13) ‘Positive Behavioral Interventions and Supports (PBIS) is an evidence-based MTSS framework that users design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.’</p> <p><u>Instruction and Assessment Practice Guide</u> – (page 3) ‘Teaching and learning is centered around the student. It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills, and abilities.’</p> <p><u>Professional Learning Practice Guide</u> – (page 5) ‘Learning and growing together to meet the needs of students and optimize learning for all require professional learning to be grounded in data.’</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • School-wide PBIS team, representative with teacher/staff in all grades and roles, meeting monthly beginning in January to develop a plan to be shared with staff and parents. • Professional Learning with staff targeting understanding of NME. NME is a neuro-developmentally informed, biologically respectful perspective on human development and functioning to help educators understand student behavior and performance. https://www.neurosequential.com/nme.
<p>Measures:</p> <ul style="list-style-type: none"> • PBIS Tier 1 Tiered Fidelity Inventory by RVS PBIS Specialist in May/June 2024. • Results from June 2023 TFI identified Team operating procedures: meeting at least once a month, meeting minutes, and having a current written action plan. The minutes and action plan are visible and easily accessible.

- Results from the June 2023 TFI identified teaching behavior expectations as an area for focus. Expectations are taught by most staff (90%) formally in lesson plans and informally. The evidence will be from the formal walk-through and informal walk-throughs which the committee can do.
- Percentage of office referrals in PBIS Office Referral Tracker beginning in January 2024.

Parents can:

- Share their voice via Alberta Education and RVS surveys.
- Participate in school events including school council meetings as common language and activities are shared so parents can use them at home.
- Attend our school PBIS assemblies and School Council meetings for updates on progress.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Implement monthly meetings. • Access support from the RVS divisional team. 	<ul style="list-style-type: none"> • Establish a meeting time to create a matrix of school expectations at a developmentally appropriate level (each grade team to be represented). • Send home school expectations so that families can use common language at home. • Create a PBIS Office Referral Tracker.
March 15	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

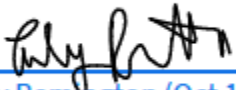
October 10, 2023

School council comments:


We, the members of the Elbow Valley Elementary Parent Council, appreciate the efforts put into fostering a well-rounded education. We are concerned with the recent reading and numeracy assessments. Our concern primarily lies in the emphasis on soft skills and the perceived reduction in the focus on fundamental reading and writing skills across the entire student body, from kindergarten to grade 4. We kindly request that a comprehensive review be undertaken to realign the school's priorities, placing a greater emphasis on strengthening reading, writing skills, and math throughout the curriculum. We are eager to work collaboratively with you and the school staff to develop a plan that ensures a balanced approach to education while placing a renewed priority on the basics of reading and writing. We appreciate your dedication to our students and creating exceptional opportunities.

Signatures indicate agreement with the plan.

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


Caley Remington (Oct 11, 2023 14:42 MDT)

Principal signature on behalf of students and teachers of the School.

 October 10, 2023

