

ÉCOLE
ELBOW VALLEY
ELEMENTARY



2015 - 2019 School Education Plan
May, 2017
Year Three

MESSAGE FROM SCHOOL PRINCIPAL

In support of Rocky View Schools' vision to ensure students are literate and numerate and are building 21st Century Competencies, this year Elbow Valley will continue to focus on further implementation of the Rocky View Literacy Framework, improved communication of student learning and enhanced collaboration amongst all stakeholders.

Over the past year we have studied the first two approaches put forth in the Rocky View Literacy Framework (read alouds and shared reading). As we have explored these topics, teachers have made efforts to incorporate them into their daily practice. In continuing to hone our skills, professional learning throughout the 2017-2018 school year will focus on the next steps in the gradual release of responsibility (guided reading and independent reading/home reading programs). As an elementary school, providing our students with a solid foundation in literacy and numeracy skills is of paramount importance and remains at the center of all we do.

In addition to our focus on enhanced literacy instruction, we also took steps to improve our communication of student learning. This year marked the first time that many teachers implemented student led conferences. Throughout the 2017-2018 school year, our entire team will be hosting student-led conferences. This shift in practice facilitates 21st century competencies such as communication, as students draw on their metacognitive processes to reflect on their own progress and achievement. We will also be exploring Power Teacher Pro (and the accompanying Parent Portal) and its ability to enhance communication in regard to literacy and numeracy with families.

Lastly, we will continue to ensure that all of our learners (students and staff) build 21st Century Competencies through authentic learning experiences. Participation in real-life learning opportunities (i.e., project-based learning, STEAM initiatives, Maker Space challenges and the various cohorts led by RVS learning specialists) will be encouraged. Continued awareness of the Learning Commons, its transformation, and its potential for harnessing the collective discourse and celebrations of the school will remain a focus. We will also be introducing structures that create a culture of collaboration and invite staff communication/innovation (i.e., common planning time).

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

Yours in learning,
Mme Lindsay Adams

SCHOOL PROFILE

School Name: Ecole Elbow Valley Elementary

Principal: Mme Lindsay Adams

Assistant Principal: Mrs. Kim Agnew

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

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School Profile:

Grade Configuration: Kindergarten to Grade 4 (Dual Track: English and French Immersion)

Student Population: 615

No. of Teachers: 32

No. of Support Staff: 17

Unique Features of our school include:

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

Quotes from Parent Advocates

"We moved here four years ago and the reason we chose this area was based on the reputation of the schools as being some of the best in the Calgary region. They have certainly lived up to the expectations and beyond. From the front office staff, the moment you walk in the door to the caring teachers, great administration and staff; the sense of community the school fosters and creates is amazing..."

~ Sally Lockhart

“EVE has been a supportive environment for our children. Teachers have been helpful at finding different ways to challenge our children. The Learning Strategies team is instrumental in our childrens’ success.”

~ Michelle Adams

RECENT ACHIEVEMENTS

Making Learning Visible

Making learning visible at Elbow Valley was a major focus this year. Great things have been happening in the classrooms as well as in various learning spaces in the building, however, showcasing this needed to be celebrated in ways that the school community could 'see' the learning. Our attempts to welcome learners and their projects into the Learning Commons, our new redefined 'heart of the school' was one way of making learning visible. Sharing in the creation of STEAM projects such as building bridges, creating free-standing objects that move in the wind (kinetic sculptures), exhibiting art, displaying QR code book synopses, and inviting others to partake in showcasing of learning in this common space has helped to develop an ethos of collective learning and sharing in the building.

Establishing an Elbow Valley Learning Journey bulletin board in the school entryway has also been a wonderful way to display and capitalize on the learning narrative in our school. Monthly images are posted in order to have parents and students view the 'goings – on' in the building. Student and teacher reflections of the activities are also posted, thus speaking to the metacognitive component of the learning.

Elbow Valley is in its third year of Kindergarten students using blogging as a means to communicate student learning. This practice has developed an increase in interest by staff, resulting in having a larger cohort of teachers participating in 'making learning visible' to their parents and school community as well. Evidence of the benefits of blogging is palpable.

'Parents who are unable to volunteer in class to see first hand what the kids are capable of'. Often children are hesitant to speak french at home so the blog shows them that they are in fact speaking french and putting full sentences together as well as how they are tracking words when reading.

Modeling Effective Literacy Practices

Modeling read alouds and shared reading was a literacy focus this year. Our evidence of success in this realm was being able to utilize live – streaming as a platform to model such practice. Explicit instruction from an expert in literacy via live – stream to the whole school allowed teachers and students alike to view such practice, making it a win – win for all! Explicit teaching of comprehensions strategies by classroom teachers has also gained momentum. Various classrooms have made the internal dialogue visible through the use of read alouds and the creation of anchor charts.

In addition to read alouds, many teachers have started using shared reading on a daily basis.

We have continued to provide resources and support to make this practice visible and we have identified teachers who will be visiting other exemplary educators throughout the district to see shared reading in action.

Embracing Physical Literacy

Examining how *'physical activity [can] supercharge mental circuits to beat stress, sharpen thinking and enhance memory in kids'* was an area of study for us at Elbow Valley. In the spring, 70 of our k- 4 students (approximately 15% of our student body) participated in the before - school activity BOKS program, in order to examine whether or not being active prior to beginning the school day could help with being less stressed and allowing for the learner to be ready to learn.

Students' were interviewed as to why they wanted to be a part of this program and the responses were, *'to make some new friends', 'learn about nutrition'* as well as stating that after the exercise, *'there is a calm time when cooling down',* as well as having a *'sense of readiness get work done in class afterwards'*.

Of the surveyed participants, 65% responded that they 'strongly agreed' that BOKS helped them feel ready for learning in class, 32% of the participants 'agreed' that BOKS helped them feel ready for learning in class. From these responses, the BOKS (Building Our Kids' Success) program has been a testament to how physical literacy can boost mental health and wellness. Our next steps are to broaden our scope of our participants next year!

PRIORITY AREAS OF FOCUS

The three areas of priority over the course of 2017-2018 will be effective literacy instruction, further implementation of Rocky View's plan for the Communication of Student Learning and fostering a culture of collaboration.

As an elementary school, we take pride in our work as it relates to instilling the fundamentals of literacy and numeracy. As such, we will be taking the year to further hone our skills as they relate to research-based practices and the gradual release of responsibility. Professional learning will focus on the fundamentals of guided reading and the implementation of independent reading programs/home reading. This focus will be supported through school-based professional learning as well as other professional development opportunities (conferences, school visits, the Rocky View literacy specialists, etc.). We will also engage in a school-wide book study of Jan Richardson's "The Next Steps in Guided Reading".

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

Throughout the upcoming school year, we will focus on advancing our implementation of Power Teacher Pro and its corresponding parent portal. School-based professional learning will consist of grade teams creating common assessments and consistency in number/timing of entries. A representative from each grade level will also receive training centrally and subsequently serve as a support for his/her team.

In the late fall, Elbow Valley will host a family information evening to engage our community in conversation around the parent portal – "What it is & What it isn't" and what information they can expect to find moving forward.

Further implementation of RVS' plan will also see students take increased ownership of their learning through school-wide, student-led conferences. Students will play an integral part in presenting their learning journey and progress with their families.

Finally, we will be implementing structures that facilitate deep understanding and a culture of collaboration among staff and students. Bringing the transformation of our Learning Commons through to fruition will create a space that serves as the school's "hub". The physical environment will lend itself to student learning, collaboration and ultimately celebration.

Moreover, the space (which is slated to include a Maker Space and robotics program) will provide opportunities to engage students in project-based, hands-on learning that is tied to the Program of Studies.

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

We will also welcome a new role as 0.5 Learning Lead. This purpose of this position is to create, facilitate and foster the conditions necessary for collaboration and implementation of the various initiatives at Elbow Valley. The Learning Lead will be available to meet with grade teams during their collaborative planning time and offer supports related to literacy, Communication of Student Learning and creating engaging, curriculum-linked learning opportunities through the Learning Commons (including Maker Space, robotics, project-based learning, etc.)

GOAL: LEARNERS ARE SUCCESSFUL

Outcome	RVS Performance Measure	Strategies
Learners are literate and numerate.	<ul style="list-style-type: none"> ▪ (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams. ▪ (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate. ▪ (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending) 	<ul style="list-style-type: none"> ▪ Professional learning related to the Rocky View Literacy Framework (specifically guided reading and independent reading) ▪ Use of the RVS district-wide reading assessments to carefully monitor student progress. ▪ Purchase of resources to support implementation of best practices (i.e., Scholastic Literacy Place & Moving Up)
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"> ▪ Creation of Maker Space to facilitate the acquisition of 21st C competencies ▪ Engaging in 2 school-wide outreach/charity initiatives (Terry Fox Run and Veteran's Food Drive) ▪ Continue to offer social skills programming and targeted programming through the CDA ▪ Begin to explore resources/programs related to digital citizenship
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"> ▪ School-wide implementation of student-led conferences ▪ Facilitate student goal-setting and reflecting on progress through conferences ▪ Provide student choice in the demonstration of knowledge ▪ Continue to move digital portfolios throughout the school beginning with K and 1.

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

GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> ▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices. ▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning. ▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning. 	<ul style="list-style-type: none"> ▪ Continue to participate in RVS design cohorts (i.e., Architectural Challenge) ▪ Provide opportunities for team planning (30 minutes of collaborative planning time once per week) ▪ Purchase of Canadian created inquiry units through Scholastic
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"> ▪ Creation of a school-wide Maker Space with challenges linked to the Program of Studies ▪ Creation of a certificated position (Learning Lead) who will support teachers in bringing innovative and effective practices to life.
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"> ▪ Extend partnership between Springbank schools through Rocky View Reads and the High School leadership program ▪ Accept SHS students who aspire to work with children at EV as they complete their leadership hours ▪ Maintain partnership with Calaway Park through ongoing communication and mutual visits (Grade 4 Amusement Park Exhibit)

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

GOAL: LEARNERS ARE SUPPORTED.

Outcome	RVS Performance Measure	Strategies
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. ▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness. 	<p>Continue adhering to Hour Zero protocols and OH&S legislation</p> <ul style="list-style-type: none"> ▪ <i>Develop a student handbook to clarify school-wide expectations (What does it mean to be a leader at Elbow Valley?)</i> ▪ <i>Develop staff handbook with information pertinent to the Elbow Valley context (yearbook expectations, etc.)</i> ▪ <i>Explore curriculum for teaching digital citizenship/responsible use</i> ▪ <i>Celebrate student success through public displays and appearances on the live stream</i> ▪ <i>Recognize special events and birthdays daily</i> ▪ <i>Create school-wide spirit/celebratory events</i>
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"> ▪ <i>Establish collaborative meetings (between grade teams, Learning Support, CDA and admin) to determine needs and establish support plans</i> ▪ <i>Provide opportunity for the Learning Lead to meet with each grade team once a week to assist with programming.</i> ▪ <i>Begin to explore a collaborative response model by drawing on the expertise of those who have implemented RTI models in the past (Assistant Principal) and by attending Alberta based Learning Support Conference Spring 2018</i>
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"> ▪ <i>Engage in on-going conversations with students, families and staff to ensure that decisions made consider all perspectives</i> ▪ <i>Provide timely feedback and use assessment to determine next steps</i> ▪ <i>Continue to ask ourselves "How will this decision enhance student achievement/well-being?"</i>

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

PROFESSIONAL LEARNING PLAN (Guided Reading, Power Teacher Pro)

<i>Date</i>	<i>Activity/Topic/Strategy</i>	<i>Sustainability Strategies</i>	<i>Support Staff or Certificated</i>	<i>Proposed Budget</i>
August 30	<ul style="list-style-type: none"> ▪ <i>Team Building</i> 	<ul style="list-style-type: none"> ▪ 	All staff	<ul style="list-style-type: none"> ▪ \$2500
August 31	<ul style="list-style-type: none"> ▪ Power Teacher Pro/ ▪ Guided Reading 	<ul style="list-style-type: none"> ▪ <i>Having team leads</i> ▪ <i>School Handbook</i> ▪ <i>Provision of resources</i> 	Certificated Staff	<ul style="list-style-type: none"> ▪ \$0
November 13	<ul style="list-style-type: none"> ▪ Vision/Mission 	<ul style="list-style-type: none"> ▪ <i>School Handbook</i> ▪ <i>Update school website</i> 		<ul style="list-style-type: none"> ▪ \$0
March 12	<ul style="list-style-type: none"> ▪ <i>Convention-Style PL</i> (Literacy, Lego, Robotics, etc.) 	<ul style="list-style-type: none"> ▪ <i>Literacy Handbook</i> Learning Lead 		<ul style="list-style-type: none"> ▪ \$500
May 18	<ul style="list-style-type: none"> ▪ <i>Collaborative Updating of Student Assessment</i> ▪ <i>Discussion around student needs</i> 	<ul style="list-style-type: none"> ▪ <i>Data Board</i> ▪ <i>Transition Plans</i> 		<ul style="list-style-type: none"> ▪ \$0

SchoolBundle Roll-out

Administrator Debriefing	<ul style="list-style-type: none"> ▪ <i>February 5th, 2018</i> 			
Public Website Development	<ul style="list-style-type: none"> ▪ <i>February 6 & 7, 2018</i> 	<ul style="list-style-type: none"> ▪ <i>Gordon Ernst</i> ▪ <i>Rhonda Richards</i> ▪ <i>Rachel Davidson</i> 		
SGF Centralization and Ecommerce Development	<ul style="list-style-type: none"> ▪ <i>February 8 & 9, 2018</i> 	<ul style="list-style-type: none"> ▪ <i>Shelly Erickson</i> 		
Staff Web Portal Introduction	<ul style="list-style-type: none"> ▪ <i>March 1, 2018</i> 	<ul style="list-style-type: none"> ▪ <i>7:30 AM</i> 		
Onsite Support	<ul style="list-style-type: none"> ▪ <i>March 8, 2018</i> 	<ul style="list-style-type: none"> ▪ 30 		
0365 Training the Trainer Lead*		<ul style="list-style-type: none"> ▪ <i>Gordon Ernst</i> 		

BUDGET HIGHLIGHTS

	2015/16	2016/17	2017/18
Certificated Staff			2 634 933
Support Staff			518 133
Services & Supplies			69 657
Other			0
Contingency			0
TOTAL EXPENDITURES			3 222 723

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

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

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 03, 2017
School Council	<input checked="" type="checkbox"/>	April 05, 2017

I, (*Principal*), 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.

Clindsay Adams

Principal Signature

May 26, 2017 _____
Date

B. Schneider

School Council Chair Signature

May 26, 2017 _____
Date

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

Superintendent of Schools

Date

