



École Elbow Valley School

School Education Plan 2024/25



December 2024



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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



École Elbow Valley School is an exciting and dynamic learning community that is home to 550 students from kindergarten to Grade 4. We are proud to offer a dual-track program where both English and French languages are celebrated daily. At École Elbow Valley, we strive to foster a positive, inclusive, and supportive environment for all of our students. Our core values—"We Are Responsible," "We Are Respectful," "We Are Brave," and "We Are a Community" - are at the heart of everything we do, guiding our efforts to nurture the academic, social, and emotional growth of each child.

One of our key goals is to continue enhancing our students' literacy skills through responsive and differentiated teaching methods. By focusing on individualized instruction in both English and French, we are committed to meeting the unique needs of each student. Our literacy program includes daily small-group, large-group, and one-on-one instruction. Teachers engage in cross-grade collaboration to ensure a cohesive approach to literacy instruction across all grades. By regularly monitoring attendance and academic performance, we can provide targeted support to students, ensuring that every child reaches their full potential.

At École Elbow Valley, we celebrate cultural diversity and are dedicated to fostering global citizenship in our students. Throughout the year, we represent the rich multicultural makeup of our school through events and celebrations that highlight various cultural traditions. We also emphasize the integration of French culture and language in school-wide activities, enhancing the experience for both our English and French learners. Additionally, we are committed to environmental and community engagement, promoting initiatives like "Pack it in, Pack it out" and supporting reputable charities, teaching our students the importance of social responsibility.

Our Positive Behavioural Interventions and Supports (PBIS) framework continues to play a crucial role in helping students demonstrate respect, responsibility, and bravery. Through regular PBIS committee meetings and data review, we are able to track and support positive behaviour school-wide. This year, we will implement a PBIS matrix in every classroom, establishing clear behavioural expectations and consistent reinforcement across the school. We will also continue professional development for our staff to ensure that PBIS strategies are applied effectively and consistently, promoting a safe and positive learning environment for all.

École Elbow Valley School is a place where every student is supported to grow academically, socially, and emotionally. By continuing to emphasize literacy, cultural diversity, and positive behaviour, we are confident that this will be another successful year. Thank you for your ongoing support to making École Elbow Valley a wonderful place for students to learn and thrive. We are excited to work with you this year.

Sincerely,

Mr. Simon Pols, Principal

Ms. Jodie Clease, Assistant Principal

School Profile

<p>Principal: Simon Pols</p> <p>Assistant Principal(s): Jodie Clease</p> <p>Website: https://elbowvalley.rockyview.ab.ca/</p>	<p>Mission: The mission of École Elbow Valley Elementary, in partnership with the home and the 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 child experiencing success.</p>
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Total Number of Students: 550

Grades Served: Kindergarten to Grade Four

Total Number of:

- Classroom Teachers: 27
- Learning Support Teacher(s): 2
- Learning Assistant(s): 5
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2

School Diversity Profile

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

Notably, 1.1% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 3.3% per cent of our school population.

As an inclusive school, we welcome 1.3% per cent of our students who have significant learning needs.

École Elbow Valley School offers a dual-track program where both French and English languages are celebrated daily. Our unique location close to Springbank Middle School and Springbank Community High School, enhances our community. We take great pride in the strong involvement and support from our parent community.

At École Elbow Valley School, we are proud to uphold the core values of “We Are Responsible”, “We Are Respectful”, “We Are Brave”, and “We Are a Community”. These principles are embedded in our Positive Behavioural Interventions and Supports (PBIS) framework, which

encourages positive behaviour and fosters a supportive learning environment. Through PBIS, we reinforce these behaviours in a structured, consistent way, helping students to thrive both socially and academically.

École Elbow Valley School also offers a wide range of activities, including House Teams, Grade Four “Friendly Helpers”, French Culture Week, “Musicfest” at the Jubilee, artists-in-residence programs, a Family Dance, Literacy Week, and student-led clubs. We are always eager to explore new ways to engage with students and families to strengthen our community connections.

Student Feedback from Spring 2024

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

- People in the building are always kind and welcoming.
- Assemblies have been enjoyable and engaging.
- Teachers are dedicated and supportive.
- The Taylor Swift Dance Party was a lot of fun.
- Math lessons, especially multiplication, division, and algebra, are going well.
- Supervisors do an excellent job of taking care of the kids.
- Field trips have been exciting, offering unique experiences beyond the usual museum visits.
- Video Announcements are made more fun with student participation.
- “MusicFest” has been a fantastic event!

What do students think could be worked on or improved?

- Provide opportunities for students to engage in math at various skill levels.
- Provide improved access to science labs and/or experiments; make learning more “hands-on” and interactive.
- Provide more opportunities for students to engage in coding and STEM based activities.
- Provide more opportunities for students to participate in art and art-based projects
- Provide longer recesses for students and extend the school day by 10 minutes.
- Provide more hot lunches throughout the school year.
- Enhance the playground equipment and outdoor play spaces.

Parent Feedback from Spring 2024

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

- The administration and front office staff at École Elbow Valley School is caring and approachable.
- École Elbow Valley School has a welcoming school atmosphere.
- Lessons are engaging for students, and they keep students interested in learning. In particular, French Culture Week, the variety of field trips, and the bee houses.
- The Learning Commons is a welcoming space for students, teachers, and guests.
- Teachers are outstanding and provide students with a wonderful quality of education.
- École Elbow Valley School has a great school culture, school spirit, and a positive school environment.
- Literacy practices have been enhanced to support student development.

What do parents think could be worked on or improved?

- There was a noticeable amount of teacher movement throughout the year.
- An effort should be made to reduce the reliance on substitute teachers.
- Academic performance needs to be strengthened across all grade levels.
- There is a need for more diverse experiences and exposure for students.
- Continued focus on creating a stronger sense of belonging for all students within the school community.
- Communication about student challenges needs to be improved to better support their success.

RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	74%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	95%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 6.	Groupe Beauchemin+	80%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	86%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment	96%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	80%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	67%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	95%

What does this data tell us is going well?

- Students in grades one to three are achieving well in numeracy, indicating strong foundational math skills and effective teaching strategies.
- Students in grade three are meeting grade level outcomes on the RVS Writing Assessment suggesting that the school has successfully cultivated strong writing skills among students.
- Individual Program Plans (IPPS) are appropriately designed and supports scaffolded to promote students achieving their goals.

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

- With only 67% of students absent less than 10% of the school year, there is significant potential for improving attendance rates to enhance student performance.
- While 80% of French Immersion students are reading at or above grade level on the Groupe Beauchemin+ assessment, there is room for improvement in French language literacy support.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	79%
The percentage of students who value school outcomes and have positive homework and studying behaviours.	89% value school outcomes 57% had a positive attitude towards homework
The average score for relevance, rigor and effective learning time.	79%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	94%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	82%
The percentage of students who report they are able to control their emotions and behaviours and maintain focus on a task.	74%

What does our data indicate is going well?

- Many students are engaged, motivated, and feel challenged in their learning.
- A strong majority of students value school and recognize its importance for their future.
- Students are reporting a strong sense of purpose, engagement in activities, and a focus on personal goals
- Relationships between students and teachers are positive, and the overall learning climate is supportive.
- Students generally find their lessons to be relevant, rigorous, and meaningful.

What does our data tell us could be improved on?

- Fewer students have a positive attitude toward homework and study habits, which could be an area to focus on.
- Some students are struggling with emotional regulation and maintaining focus, indicating a need for more support in these areas.
- While many students feel challenged by their learning, there is room to increase the consistency in making lessons more engaging and appropriately difficult for all.

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	81.0	85.8	84.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	90.9	87.3	85.7	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	96.6	94.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.5	90.9	89.8	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	78.3	75.9	74.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.1	80.8	77.1	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- École Elbow Valley School promotes responsible and respectful behaviour, with citizenship scores well above the provincial average.
- École Elbow Valley School creates a positive and safe learning environment
- Education quality remains strong, with effective teaching and learning experiences

What does our data tell us could be improved on?

- Parental involvement has decreased and is below the provincial average, indicating a need for stronger engagement strategies. To address this, the school will explore ways to enhance home/school communication through regular updates and digital platforms, explore a variety of volunteer opportunities and promote school wide events.
- Access to student supports is slightly below the provincial average indicating that additional focus is needed to ensure that students receive adequate resources and support to help them succeed.
- Student engagement has dropped slightly compared to previous years indicating a need to further explore opportunities to make learning more meaningful, engaging and accessible to all students.

*19 parents completed the survey in the spring of 2024.

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: Through responsive teaching methods tailored to individual student needs, 90% of students will demonstrate measurable improvement in overall literacy skills, as assessed by the Groupe Beauchemin (GB+), Escalire (FI), and Fountas and Pinnell tools.

Data that informed this goal:

- 98% of grade 1-3 students with early numeracy skills are not at risk on the Alberta numeracy assessment from the 2023-2024 school year.
- 92% of grade 1-3 students early literacy skills are not at risk according to the Alberta literacy assessment (CC3) from 2023-2024 school year.
- 76.4% of grade 1-4 students are reading at or above grade level.
- 71.1% of grade 1-4 French Immersion students are reading at or above grade level.
- 67% of students were absent less than 10 per cent of the 2023-2024 school year.

Connection to the practice guide(s):

- **Inclusive Education Practice Guide:** (p.4) – “Sustained multi-tiered systems of teaching and learning, supports and services to meet the diverse needs of all students and continuously and consistently use multiple triangulated data sources to guide and inform decision, practice, and pedagogy.”
- **Instruction and Assessment Practice Guide:** (p.10) – “teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners.”
- **Professional Learning Practice Guide:** (p.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:

- **Differentiated Literacy Instruction:** Design daily literacy instruction to cater to diverse student needs by incorporating small-group, large-group, and one-on-one teaching formats. Ensure lessons are grounded in data-informed methods like Son-au-graphe and UFLI. Leverage Learning Support Teachers to assist students directly in the classroom and utilize successful instructional models school-wide.
- **Cross-Grade and Grade Team Collaboration for Instructional Consistency:** Establish structured cross-grade and grade team meetings for teachers to collaborate on instructional strategies, share best practices, and ensure continuity in literacy instruction across grades. This will foster a cohesive teaching approach and support smoother transitions between grade levels.

<ul style="list-style-type: none"> • Data-Driven Monitoring of Attendance: Regularly monitor attendance and academic performance to identify patterns where absenteeism may be impacting student success. 		
<p>Measures:</p> <ul style="list-style-type: none"> • 2024/2025 Alberta Literacy Assessments • Groupe Beauchemin (GB+), Escalire (FI), and Fountas and Pinnell assessments scores from November 2024-June 2025 • Monthly attendance reports 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Help Their Child Attend School Regularly: Encourage and support their child in attending school every day to ensure they stay on track academically. • Read Together Daily: Set aside time to read with every day to help them build strong literacy skills and a love for reading. • Get Involved in Our Literacy Activities: Look for opportunities to volunteer at school and attend our literacy events to support their child's learning and be part of our school community. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • F&P, Escalire, GB+ assessment in Grades 2&4 to create reading groups for learning in the classroom • Core Phonics being completed by the end of December for Grade 3&4 • Grade 1s and 2s will jump in with UFLI and Son-au-graphe in January (whole class) • Grade 3s and 4s will be implementing UFLI in January with support of literacy team (cross grade) • Teachers are beginning to use resources for literacy from resource room • Completed whole school PL on UFLI (Dec. 2) 	<p>No adjustments to the plan are required currently. Next steps include the following:</p> <ul style="list-style-type: none"> • Introduction of scheduled grade team and cross grade planning times. • Keeping record of what might inform future decisions.
April 4	<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 for any path they choose.

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

School Goal 1: Through school initiatives, in class lessons, and grade specific activities, 90% of students will increase their involvement with topics related to global citizenship and cultural awareness.

Data that informed this goal:

- Continued increase in staff requests for support in deepening understanding of First Nations, Métis, Inuit and support for classroom instruction as per the requirements of the Teaching Quality Standards (#5).
- Our School Survey Results 2024:
 - 92% of students in this school had awareness of other cultures.
 - 96% of the girls and 86% of the boys in this school had awareness of other cultures.
- Community satisfaction results related to parental involvement on Alberta Education Assurance Survey (June 2024)
- Staff survey results on the RVS Indigenous Learning Survey administered in October, 2024

Connection to the practice guide(s):

- **Inclusive Education Guide:** (p.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.”
- **Instruction and Assessment Practice Guide** (p.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.
- **Professional Learning Practice Guide** (p.5) - “Every individual must continue to pursue growth and excellence through an engaged and empowered reflective learning journey.”

Strategies:

- **Cultural Representation & Inclusivity:** Authentically represent the diverse multicultural population of our school through celebrations and events in the year while also embedding Indigenous ways of knowing and learning year-round, using RVS supports.
- **Integration of French Culture:** Incorporate French Immersion, Francophone, and French culture into school-wide events to enhance the cultural diversity and language learning

experience.

- **Community & Environmental Engagement:** Promote environmental initiatives (e.g., "Pack it in, Pack it out") as a school-wide approach and choose reputable charities and organizations to support throughout the year, fostering social responsibility.

Measures:

Student Self-Assessment Surveys:

- Conduct surveys to gauge students' understanding and attitudes toward diversity, cultural awareness, and global citizenship at the start and end of the school year.

Project-Based Assessments:

- Assess student projects that focus on global or community issues, evaluating their ability to analyze diverse perspectives and propose solutions that promote sustainability and equity.

Teacher Observations and Rubrics:

- Use rubrics to evaluate student participation in classroom discussions, group activities, and volunteer efforts that demonstrate cultural awareness, critical thinking, and responsible citizenship.

Participation Metrics:

- Track student involvement in activities such as cultural events, diversity-focused workshops, or global citizenship initiatives.
- Participation from school community with school-wide initiatives and events.
- Percentage of staff that engage with members of RVS Indigenous Learning team.

Feedback from Stakeholders:

- Collect feedback from teachers, parents, and community partners on students' engagement and growth in cultural and global citizenship.
- End of year reflections and discussions with staff.

Parents can:

- Share their family's cultural traditions during school events and volunteer to help with multicultural celebrations.
- Encourage discussions at home about different cultures, Indigenous knowledge, and the importance of inclusivity.
- Participate in French-themed school activities and explore French culture through books, music, and films with their child.
- Support school environmental initiatives by practicing these habits at home and encouraging their child to do the same.

- Get involved in school charity events by donating or volunteering, and engage their family in discussions about sustainability and community service.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • School initiatives, such as <i>Reason for the Season</i> and creating cards for the community, have been well-received by students, staff, and the community. • Planning is underway for hosting French Culture Week. • Preparations are in progress for an upcoming Professional Development Day focused on First Nations, Métis, and Inuit education for staff. 	<p>No adjustments to the plan are required currently. Next steps include the following:</p> <ul style="list-style-type: none"> • Develop and implement a shared calendar for the parent council, global committee, and school to streamline communication and collaboration. • Revise the <i>Reason for the Season</i> parent letter to allow for collections throughout the year, supporting different seasonal initiatives. • Increase parent engagement by: <ol style="list-style-type: none"> 1. Creating and distributing a diversity-focused parent survey (e.g., country of origin, primary language). 2. Developing a visual display to showcase how to say "hello" in different languages, to be introduced after winter break.
<p>April 4</p>	<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, 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, 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: By the end of the school year, the school will achieve 90% fidelity on the Tier 1 PBIS TFI and begin implementing Tier 2, by collecting and tracking office managed behaviour data.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> École Elbow Valley School received a score of 83% on the 2023/24 year-end Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory (Tier I)
<p>Connection to the practice guide(s):</p> <ul style="list-style-type: none"> Inclusive Education Practice Guide: (p.13) “Positive Behavioural Interventions and Supports (PBIS) is an evidence-based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.” Instruction and Assessment Practice Guide: (p.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.” Professional Learning Practice Guide: (p.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>Strategies:</p> <ul style="list-style-type: none"> Monthly PBIS Committee Meetings & Data Review: Schedule regular monthly meetings to continue progress and to review behaviour data collected through division-wide tracking form. School-Wide and Classroom PBIS Implementation: Implement a classroom PBIS matrix, ensuring students demonstrate respect, responsibility, and bravery. Establish clear behavioural expectations, with examples for common areas across the entire school. Ongoing Professional Learning & Support: Continue professional learning from RVS, including support from the PBIS coach, to ensure consistent and effective application of PBIS strategies.
<p>Measures:</p> <ul style="list-style-type: none"> PBIS TFI (Tier II) percentage PBIS Data Tracking

- APORI (Alberta Education Assurance Measure Results) Spring 2025 results

Parents can:

- **Reinforce PBIS Values at Home:** Encourage and model respect, responsibility, and bravery in daily life, discussing these values with their child and celebrating when they demonstrate them.
- **Stay Informed and Engaged:** Attend school events, read our weekly Owl Outlook, and connect with communication from the classroom teacher to stay updated on behaviour expectations. Then, collaborate with teachers to support these efforts at home.
- **Support Positive Behaviour:** Recognize and celebrate their child when they show positive behaviour and actively participate in school activities that promote the PBIS values such as our house assemblies and initiatives.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<p>Engaging Students and Families:</p> <ul style="list-style-type: none"> • Regular assemblies emphasize school-wide character traits and foster engagement. • Daily goals are consistently shared during announcements and included in the weekly parent communication newsletter. <p>Recognition and Reinforcement:</p> <ul style="list-style-type: none"> • Students actively earn beads for demonstrating behaviors aligned with the school Matrix, promoting positive reinforcement. <p>Consistency Across the School:</p> <ul style="list-style-type: none"> • Common language related to the school Matrix is being used by both staff and students, enhancing understanding and alignment. • Staff have synchronized schedules with common meeting times, supporting collaboration and coherence in implementation. <p>Structured Professional Development:</p> <ul style="list-style-type: none"> • The school year began with a professional learning (PL) session focused on developing classroom-specific matrices, ensuring consistent behavioral expectations. • The bus Matrix was implemented and reviewed with classes, extending the behavioral framework beyond classrooms. <p>Integration and Resources:</p>	<p>No adjustments to the plan are required currently. Next steps include the following:</p> <p>Classroom Matrix Follow-Up:</p> <ul style="list-style-type: none"> • Provide guidance on how to connect classroom-specific behaviors to the school Matrix. This could include verbal discussions or visual examples, such as photos of students demonstrating expected behaviors in the classroom. <p>Matrix Application in Common Spaces:</p> <ul style="list-style-type: none"> • Encourage staff to use the Matrix actively in different spaces by circling relevant aspects when cueing students. This practice will help students understand how expectations transfer across environments. <p>Adjust our matrix visuals to support our whole school use.</p> <p>Relating Classroom Rules to the Matrix:</p> <ul style="list-style-type: none"> • Provide clear communication and examples to teachers on how to align their classroom rules with the school Matrix. Include opportunities for practical discussions about how these expectations apply in various school settings.

	<ul style="list-style-type: none"> • A curriculum connections document was created, linking educational content with the school's behavioral goals. • Staff received a hard copy of the RVS Responding to Behavior flowchart, providing a clear and accessible reference for managing behaviors. 	<ul style="list-style-type: none"> • Offer staff support (e.g., Jenn's assistance) to help with integrating the Matrix into their daily routines and spaces effectively.
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

Two handwritten signatures in black ink. The first signature is a complex, stylized cursive script. The second signature is a more compact, stylized cursive script.

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

A handwritten signature in black ink, consisting of the letters 'SA' followed by a horizontal line extending to the right.

Principal signature on behalf of students and teachers of School