



Prairie Waters Elementary

# School Education Plan 2024/25



October/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

Dear Prairie Waters Community,

As we embark on a new academic year, we are excited to share our school's education plan, which focuses on fostering a nurturing and enriching environment for all our students. Our commitment to excellence in education extends beyond academics; it includes a holistic approach to student development.

We aim to foster a love for reading and writing among our students. Through targeted instruction and intervention, engaging literacy programs, and ongoing professional development for our staff, we will ensure that every student has the support they need to develop strong literacy skills and become confident and capable communicators.

As an International Baccalaureate world school, we are committed to increasing the number of students who are not only interested and motivated in their learning but also feel challenged and confident in their abilities. We will implement the Primary Years Program with fidelity and encourage perseverance and a growth mindset to ensure that all students are equipped to try hard and succeed.

We recognize the importance of emotional well-being in academic success. Our plan includes strategies to help students manage their emotions and behaviors effectively, allowing them to maintain focus on tasks. We will incorporate Indigenous ways of knowing to enrich our approach, fostering a deeper connection to self-regulation and mindfulness.

Together, we will create an environment where all students can thrive. Thank you for your ongoing support as we embark on this important journey.

Warm regards,



**Karen Fillier**  
Principal



**Norman Ellis**  
Assistant Principal

## School Profile

|  |  |
|--|--|
| <p><b>Principal:</b> Karen Fillier<br/> <b>Assistant Principal(s):</b> Norman Ellis<br/> <b>Website:</b> prairiewaters.rockyview.ab.ca</p> | <p><b>Mission:</b> At Prairie Waters, we facilitate every learner’s unique pursuit of understanding through engaging, purposeful, collaborative experiences which empower each person to positively impact our diverse, ever-changing world.</p> <p><b>Vision:</b> A place we love to learn together.</p> <p><b>Purpose:</b> The Primary Years Program (PYP) believes that learning is an endless journey and focuses on making students life-long learners. Students are engaged in meaningful units of inquiry to develop thinking, research, communication, social and self- management skills to grow as independent learners.</p> |
|--|--|

**Total Number of Students:** 584

**Grades Served:** Kindergarten, Grades 1 through 6

**Total Number of:**

- Classroom Teachers: 23
- Learning Support Teacher(s): 2
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2

### School Diversity Profile

As with all Rocky View Schools, Prairie Waters Elementary reflects a rich and diverse learning community.

Notably, 0.03 per cent of our students self-identify as Indigenous students. Prairie Waters works closely with local indigenous elders and leaders recognizing National Truth and Reconciliation and Orange Shirt Day and take every opportunity to learn of their ways of knowing. This school year we will be working with Dr. Shannon Kell and Elder Roy Bear Chief from Mount Royal University learning of Ani to Pisi (Human Spider Web) culminating in the spring of 2025.

English as an Additional Language learners represent 40 per cent of our school population. While this value represents the self-identified, the actual value due to language barriers

encountered in the registration process is higher. The most common first languages for these students are *Punjabi, Urdu, Tagalog, and Vietnamese*.

As an inclusive school, we welcome 11 per cent of our students who have significant learning needs.

Prairie Waters Elementary is an International Baccalaureate Primary Years Program School (IB, PYP). Our grade level teams develop transdisciplinary learning opportunities for students addressing 6 themes in a coordinated program of inquiry (scope and sequence):

1. Who we are.
2. Where we are in place and time.
3. How we express ourselves.
4. How the world works.
5. How we organize ourselves.
6. Sharing the planet.

Our teachers also provide opportunities for students to explore through various school day clubs ranging from leadership to board/card games.

Prairie Waters provides extracurricular opportunities for student playing volleyball and basketball. Our Grade 6 students are waitlisted for skiing and there are other opportunities throughout the school year that can enhance the students' exposure to new activities.

## Student Feedback from Spring 2024

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

- The language arts instruction is meeting them where they are at and they are engaged in the learning activities.
- The students feel that the way math instruction is presented creates an engaging learning experience.
- Students feel they are encouraged to take educational risks in their learning and are encouraged to try their best.
- Students feel the learning community is willing to help each other when needed in learning or social situations.
- Students feel the teachers and the school are providing them with a quality education and creating a welcoming and caring learning environment.
- Students feel that help (academic and personal) is available when needed and the follow-up support is also there when they need it.
- Students feel there is an environment of respect, accountability, and safety at Prairie Waters Elementary, which starts with the Teachers.
- Students feel reading a writing help is there when they need it.
- Students feel the Learning Commons is a place to go for help.
- Students are proud members of the Prairie Waters Elementary learning community.

### What do students think could be worked on or improved?

- Students feel that better communication and awareness of rules and expectations is needed.
- While many students feel the student body respects each other, there is still room for growth.

## Parent Feedback from Spring 2024

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

- Generally, parents agree that the literacy and numeracy skills taught at Prairie Waters Elementary are useful.
- Parents feel that students follow rules and expectations while respecting others and providing help to others when needed.
- Parents feel that student community involvement is promoted throughout the school year.
- Parents feel that students are encouraged to do their best and take responsibility for their learning and actions.
- Parents are very satisfied with the quality of teaching at Prairie Waters Elementary. There is a sense that the learning is challenging, interesting, and applicable to their world and that the students understand what they are expected to learn.
- Parents feel that their children can demonstrate their learning in a format that works for them as individuals.
- Parents feel that teachers care for the students, providing a safe learning environment treating all students fairly and Prairie Waters Elementary is a welcoming place to be.
- Parents feel that Prairie Waters Elementary provides appropriate supports and services to help their children learn, and that when academic help is needed teachers are available to help them be successful.
- Parents are happy with the opportunities to be involved in their child's learning and decisions being made at Prairie Waters Elementary.
- Parents are happy with the opportunities offered to learn non-core subjects like music, art, technology, etc.

### What do parents think could be worked on or improved?

- Parents are split between feeling that respect between students exists and that it could be improved starting with the manner in which students treat each other.
- Parents feel that accessing programs and services could be made easier and that non-academic help is not as readily accessible.



## RVS Assurance Results

|   | Data Source                                  | Results as of Spring 2024                 |
|---|--|---|
| EICS Math Assessment grades 4-6 at or above grade level.  | ECIS Math Assessment 2024                    | Gr. 4 – 62%<br>Gr. 5 – 42%<br>Gr. 6 – 57% |
| Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.  | BAS  | 60.16%                                    |
| Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10. | RVS Writing Assessment                       | 44.7%                                     |
| School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.         | Tiered fidelity inventory by PBIS specialist | 73%                                       |
| Percentage of students who are absent less than 10 per cent during the school year.                           | PowerSchool                                  | 55.7%                                     |
| Percentage of students with Individual Program Plans who are achieving their learning goals.                  | Dossier Data                                 | 70%                                       |

### What does this data tell us is going well?

- Prairie Waters Elementary PBIS efforts are showing exceptional growth.
- IPP learning goals are individualized and reflective of the student’s needs and the associated strategies and accommodations are providing opportunity for growth and success.

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

- A continued focus on literacy is needed.
- An increased focus on writing is needed and has been started in the way of a PWE Scope and Sequence being developed, specifically for our demographics.
- Attendance continues to be a challenge with many families pulling their children for extended vacations to home countries.
- An increased focus on numeracy is needed.



## 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.   | 74%                       |
| The percentage of students who value school outcomes and have positive homework and studying behaviors.   | 86%                       |
| The average score for relevance, rigor and effective learning time.   | 70%                       |
| 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. | 83%                       |
| The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.  | n/a                       |
| The average score for positive teacher-student relationships, positive learning climate, and expectations for success.  | 70%                       |
| The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.   | 71%                       |

### What does our data indicate is going well?

- A high percentage of our students feel the outcomes they are being taught are relevant to them and help them in the future.
- Across the grades surveyed, PWE students try hard to succeed in their learning and teachers encourage and support student efforts to provide the best possible outcome.
- PWE students set relevant and attainable goals that they then exert deliberate and persistent effort to achieve them.
- PWE students have a good understanding of beliefs, values, attitudes, and behaviours of other cultures.

**What does our data tell us could be improved on?**

- Students feel that the rules are not as clear and concise as they could be and the expectations for classroom behaviour are not followed, particularly in Grade 6 (spring 2024).
- The survey showed that students did not have positive homework behaviours. However, our school does not assign homework but promotes home reading and subject practice.

# Alberta Education Assurance Measure Results

## Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

| Assurance Domain               | Measure   | Prairie Waters Elem. Sch. |                  |                     | 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   | 78.2                      | 87.9             | 83.3                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a     |
|                                | Citizenship   | 77.7                      | 82.5             | 81.1                | 79.4           | 80.3             | 80.9                | High               | Maintained  | Good    |
|                                | 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                       | 64.7             | 64.7                | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a     |
|                                | PAT6: Excellence  | n/a                       | 6.9              | 6.9                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a     |
|                                | PAT8: Acceptable  | n/a                       | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a     |
|                                | PAT8: Excellence  | n/a                       | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a     |
|                                | 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   | 87.5                      | 90.8             | 91.1                | 87.6           | 88.1             | 88.6                | High               | Maintained  | Good    |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 85.3                      | 90.2             | 88.7                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a     |
|                                | Access to Supports and Services                                       | 71.5                      | 72.8             | 74.4                | 79.9           | 80.6             | 81.1                | n/a                | Maintained  | n/a     |
| Governance                     | Parental Involvement  | 71.2                      | 75.6             | 74.9                | 79.5           | 79.1             | 78.9                | Low                | Maintained  | Issue   |

Twenty (20) parents completed the survey in the spring of 2024.

### What does our data indicate is going well?

- Our student’s citizenship learning and application is continuing to be recognized by the community.
- The quality of education that PWE is providing is seen as HIGH in preparing our students for life and learning after they leave PWE.

### What does our data tell us could be improved on?

- There is an indication that parental involvement is low. It continues to be a goal for us at PWE to improve parental involvement in day-to-day classroom activities as well as building a stronger School Council.

# 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:

How might we improve our literacy rates by 30% over the next 3 years?

**School Goal 1:** By June 2025 our reading assessment results will increase the number of students reading at or above grade level by 10%.

### Data that informed this goal:

- Running records taken every six weeks, or when a student shows it is needed.
- RVS Reading Assessment Data
  - LeNS – Letter Name and Sound – Spring 2024  
Grade 1 29/37 at or above grade level  
Grade 2 32/54 at or above grade level
  - CC3 – Castles and Colthart 3 – Spring 2024  
Grade 1 21/22 at or above grade level  
Grade 2 10/16 at or above grade level  
Grade 3 65/67 at or above grade level
  - BAS – Fountas and Pinnell Benchmark Assessment System – Spring 2024  
Gr. 1 – 6 219/487 at or above grade level

### Connection to the practice guide(s):

- Instruction and Assessment Guide (page 7) - A key to designing learning opportunities [is to] meet students where they are and support them in the journey to where they need to go and want to be.
- Inclusion Guide (page 4) - Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic...needs of all students.
- Professional Learning Practice Guide (page 9) - As architects and designers of lifelong learning, there is individual and shared responsibility to use a variety of rich data sources to assess student learning and inform our professional learning and practices.

### Strategies:

- Utilization of provincial and RVS assessment data to guide instruction and interventions.
- Provide students with voice and choice in reading materials and activities such as:

- hosting therapy dogs for the Reading Tails program, which provides struggling and anxious readers the opportunity to read to a dog.
- Parent/community volunteers reading with students.
- Accessing decodable books that align with specific skill/ability.
- Battle of the books to build excitement in reading while building skills/ability.
- Support students in finding good-fit books to encourage growth through reasonable challenge.

**Measures:**

- RVS Reading Assessment Data
- Running Record data
- Targeted phonics assessments used as pre and post test.

**Parents can:**

- Make reading a regular routine in your home.
- Support home reading programs by reading with your child and asking them questions about what has been read.
- Volunteer in the school/classrooms.
- Access the Chestermere Public Library

| Check-Ins                | Progress and Analysis  | Adjustments to Plan  |
|--------------------------|--|--|
| <p><b>December 6</b></p> | <ul style="list-style-type: none"> <li>● Grade level teams have analyzed the assessment data and making plans for intervention.</li> <li>● Every grade is practicing making and answering questions.</li> <li>● PYP language utilizes a lot of tier 3 vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>● Explore shared literacy time to make intervention for grade level possible and use of literacy centers.</li> <li>● Pair explicit instruction of phonological awareness, phonics, fluency, vocabulary, and comprehension.</li> </ul> |
| <p><b>April 4</b></p>    | <ul style="list-style-type: none"> <li>●</li> </ul>  | <ul style="list-style-type: none"> <li>●</li> </ul>  |

**School Goal 2:** By Fall 2025, our writing assessment results will increase the number of students writing at or above grade level by 10%.

**Data that informed this goal:**

- RVS Writing Assessment Data – Spring 2024  
38/85 student at or above grade level
- Ongoing formative assessments

**Connection to the practice guide(s):**

- Instruction and Assessment Guide (page 7) – Learning is an iterative process that occurs in a circular manner rather than a linear fashion...Working with, reflecting on, and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected.
- Inclusion Practice Guide (page 9) – Creating a culture of high expectations begins with academic and social inclusion. This is achieved...with multiple entry points that validate student identity through meaningful and relevant learning experiences.
- Professional Learning Practice Guide (page 9) - High-quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.
- English as an Additional Language Practice Guide (page 4) - The vision for EAL learning...is centered on empowering students to be confident communicators in English while valuing their cultural backgrounds.

**Strategies:**

- Utilize the RVS writing continuum and develop a PWE-specific scope and sequence, that takes our high EAL population into account, for writing instruction from Kindergarten to Grade 6.
- Utilize research-informed programs like Heggerty and University of Florida Literacy Intervention (UFLI), Empowering Writers, and Words Their Way to support teaching and learning.
- Explicitly teach vocabulary across all subjects.

**Measures:**

- RVS Writing Assessment Data
- Ongoing formative assessments: Working with, reflecting on, and returning to learning outcomes and exemplars helps students and their teachers recognize their own areas of strength and areas for growth. This, in turn, leads to co-created, targeted writing learning goals for each student throughout the year.



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**Parents can:**

- Maintain your home language if it is not English because a strong foundation in a first language has been proven to enhance English language acquisition and student success.
- Encourage students to read English texts daily. Reading well-written texts allows students to absorb information about the craft of writing, including organizational patterns, sentence structure, etc.
- Model writing behaviour. Some examples are letting your child see you drafting a letter/email or keeping a personal diary or involving them in making lists (grocery, to-do, etc), or playing word games like scrabble, bananagrams, boggle, etc.
- Help your child through the different stages of writing. This can include helping them brainstorm ideas or asking them what they already know about a topic. Help them organize their thoughts using a mind map or another structure they have been using in class. Encourage them to reread, revise, and edit their written work more than once.
- Celebrate your child’s writing efforts and achievements.

| Check-Ins  | Progress and Analysis   | Adjustments to Plan  |
|------------|---|--|
| December 6 | <ul style="list-style-type: none"> <li>• Grade levels are utilizing programs and strategies to improve writing ability across all grade levels.</li> <li>• Teachers are seeking assistance from EALL specialist in classroom activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of annotation</li> <li>• Scope and sequence for text structures</li> <li>• Build teacher knowledge through PL and use of EAL specialist.</li> </ul> |
| April 4    | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>  |



## 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:

How might we encourage students to be open-minded thinkers and knowledgeable risk-takers who engage in reflective inquiry while becoming increasingly effective communicators and culturally aware citizens?

**School Goal 1:** By Fall 2025, the percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills will increase to 85%.

#### Data that informed this goal:

- OurSCHOOL Survey – Spring 2024 74% of our students are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.
- Alberta Education Assurance Measure – Spring 2024 72% of our Grade 4 students felt challenged and confident in their learning.
- International Baccalaureate Organization 2023/24 PWE Evaluation

#### Connection to the practice guide(s):

- Instruction and Assessment Guide (page 7) - Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success. Connecting learning to real life experiences makes learning meaningful. Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve real world problems.
- Inclusion Guide (page 8) - Removing barriers supporting diversity and differences providing supports in a caring, respectful, and safe learning environment.
- Professional Learning Practice Guide (page 9) – Through the allocation of significant time and resources organizational learning is ongoing, supported and fully integrated into [PWE’s school] culture.

| <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate an increased readiness and engagement in learning when student agency is infused into unit planning.</li> <li>• Collaborative team planning will develop learning engagements and transdisciplinary units of inquiry designed to develop students’ agency, understanding of approaches to learning and key concepts, as well as supporting the development of skills required for Grade 6 Exhibition (PYPX) throughout all grade levels.</li> <li>• Student led activities, hands-on learning, reflections on learning, peer assessments.</li> </ul> |  |   |
|---|--|---|
| <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• The Programme of Inquiry (POI), consisting of 6 Units of Inquiry (UOI) at each grade level, completes a continuum from Kindergarten to Grade 6. This will be measured by the success of the Grade 6 cohort in completing their exhibition projects.</li> <li>• OurSCHOOL survey</li> <li>• Alberta Education Assurance Measure</li> </ul>  |  |   |
| <p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Attend performances and Exhibition to support student learning.</li> <li>• Volunteer to “Snack and Chat” with students and share things like: <ul style="list-style-type: none"> <li>○ What are your passions/hobbies?</li> <li>○ What is your job? What is it like?</li> <li>○ When did you learn what you wanted to be?</li> <li>○ What were you like as a student?</li> <li>○ What was your favorite subject?</li> <li>○ Where did you go to school?</li> <li>○ Who else/what other careers do you work with?</li> </ul> </li> </ul>                                       |  |   |
| Check-Ins   | Progress and Analysis  | Adjustments to Plan                                 |
| December 6  | <ul style="list-style-type: none"> <li>• Teachers are using multiple ways to integrate student voice and choice in learning</li> <li>• Teachers are using proactive Restorative Practices to increase and promote engagement in learning.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |

|         |  |   |
|---------|--|---|
|         | <ul style="list-style-type: none"> <li>• Students are seeking teachers to support clubs of choice.</li> <li>• Student leadership club boasts membership of 38 students.</li> </ul> |   |
| April 4 | •  | • |



## 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:

How might we collectively build expertise and best practices to improve students’ social and emotional learning, mental health, and well-being?

|   |
|---|
| <p><b>School Goal 1:</b><br/>By Fall 2025, the percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task with learned strategies and through indigenous ways of knowing will increase to 85%.</p>  |
| <p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and Discipline Tracking Data – Starting Nov. 2024</li> <li>• PBIS Tiered Fidelity Inventory - 79%</li> <li>• PBIS Reinforcement Program – 52% of our students recognized throughout the 2023-24 school year.</li> <li>• OurSCHOOL Survey – 74% of students who report they are able to control their emotions and behaviors and maintain focus on a task.</li> </ul> |
| <p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• Instruction and Assessment Guide (page 9) - The primary goal of assessment and communication of student learning is to inform teaching, to promote student learning and keep parents guardians informed on their child's learning. Assessment is to be ongoing, meaningful, consistent, and accurate for all students, embracing multiple</li> </ul>                    |

forms of assessment as significant processes for student success. Regular feedback to students and parents is expected.

- Inclusion Guide (Page 10) – Inclusive learning environments promote healthy cognitive, social, and emotional development through positive school cultures. Promotes a sense of belonging and acceptance. (Page 13) PBIS provides effective and explicit teaching to create a safe, positive, predictable, and inclusive learning environment.
- Professional Learning Practice Guide (page 6) - As a learning organization, it is critical to build capacity through a systematic and generative framework and establish core standards to guide our critical work in teaching and learning.

**Strategies:**

- Cultivate a connection with an Elder or Knowledge Keeper to learn indigenous ways of knowing and learning from the land to encourage emotional regulation. Increased purposeful use of the Outdoor Learning Space (OLS) will support this strategy.
- PBIS
  - Using a common language and matrices that are tied to the IB learner profile and our pillars of “Responsible-Accountable-Safe” to guide expected behaviours in any environment.
  - Utilize proactive Restorative Practices throughout the school day.
  - PBIS Reinforcement system and monthly acknowledgement of leadership.
  - Use of the Behaviour and Discipline Tracking tool
- Learning Support developed systematic and generative framework to address student needs through:
  - Use of diversity profiles to guide planning and instruction
  - Scheduled complex planning time with a learning support teacher for teachers of complex students with follow-up in the classroom to assist in implementation of strategies and differentiation.
  - Operation of the breakfast, snack, and food program to ensure basic needs are met
  - Tier 2 Meetings to develop deeper understanding of student needs and strategies to address these needs.
  - Direct and explicit teaching of strategies such as “Social Thinking” for our younger students, “WITS” strategies (*Walk away – Ignore - Talk it out - Seek help*) for the older students, or “Mind UP” for specific classes interested in this program.
  - Working with outside agencies, such as Discovery House, Chestermere Food Bank, Synergy, Chestermere Fire and RCMP detachments, to address and support mental and physical health.

- Using the “Little Spot” program for emotions and feelings.

**Measures:**

- Behaviour and Discipline Tracking Tool data
- PBIS Tiered Fidelity Index
- OurSCHOOL Survey
- Utilization rates of the breakfast program

**Parents can:**

- Participate in Parent/Teacher/Student Interviews and attend student showcase events like the Kindergarten Art Show, Grade 1 Fashion Show, and Grade 6 Exhibition.
- Participate and provide feedback on Student Success Plans and Real-Time-Reporting.
- Volunteer to be community professionals and share their occupation in the classroom

| Check-Ins         | Progress and Analysis  | Adjustments to Plan   |
|-------------------|--|---|
| <b>December 6</b> | <ul style="list-style-type: none"> <li>● PWE Gr. 1 – 6 are trialing the new Social Studies Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>● Teachers are utilizing planning time to create Unit and long range plans to integrate the new social studies curriculum</li> </ul> |
| <b>April 4</b>    | <ul style="list-style-type: none"> <li>●</li> </ul>  | <ul style="list-style-type: none"> <li>●</li> </ul>   |

# School Council Review

## Presentation of School Education Plan

School council comments:

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*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of Prairie Waters Elementary School**

Shannon Kell, Chair

**Principal signature on behalf of students and teachers of Prairie Waters Elementary School**



Karen Fillier, Principal