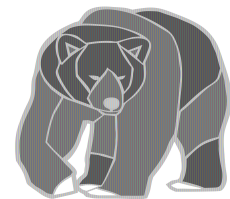




# Education Plan 2021-2025

Banff Elementary School





# Overview

1. Vision, Mission, Motto
2. School Profile
3. Program Offerings
4. Priority: Health and Wellness
5. Priority: Engaged Learning
6. Priority: Student Supports

Please note: the 5 domains and colour codes for Inspiring Hearts and Minds are:

**Student growth and achievement**

**Teaching and Leading**

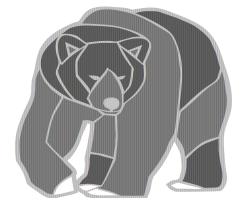
**Learning Supports**

**Governance**

**Local and Societal Context**

inspiring hearts  minds





## Vision, Mission, Motto

**Vision:** Creating a better world through transformational education that celebrates nature, diversity, and well-being.

**Mission:** Inspiring the hearts and minds of every student.

**CUBS Code:**

Caring

Understanding (responsibility)

Belonging (empathy)

Safety



**C**ARING  
**U**NDERSTANDING  
**B**ELONGING  
**S**AFETY



# School Profile: Continued

## Our Staff Demographics:

Administrators 1.5 FTE

Homeroom Teachers 17 FTE

Learning Support Teacher 1.0 FTE Reading Specialist 1.0 FTE

Numeracy Specialist: .3

ELL Teacher. .5 FTE FSL .5 FTE

Music Teacher 1.0 FTE

School and Family Wellness Worker 1.0 FTE

Right From the Start 2.0 FTE

Admin.Assistants 1.7 FTE

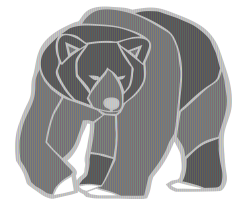
Librarian Technician 0.7 FTE

Educational Assistants 6.0 FTE

Custodian Support 1.5 FTE



**Farewell to our Family Wellness Worker Mrs. Van Impe**



# Program Offerings

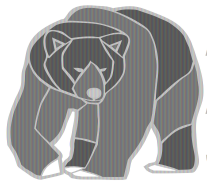
## Academic Programs

- Nature Explorers
- CTF Gr. 7 & 8 (Foods, Outdoor Education, Entrepreneurship, Passion Project, Digital Communications, Art, Drama)
- Cross-grade Buddies (focus on reading, feedback)
- Music/Band
- French Experience Kindergarten to Gr. 3; FSL: Gr. 4-8

## Wellness and Mental Health Programs (Continuum of Supports)

- Athletics:
  - Div 3 Intramurals
  - Div 3 Athletic Teams
- Div 3 Leadership
- RFTS - universal and targeted supports
- School and Family Wellness Worker





## PRIORITY: Health and Wellness

**Outcome:** Learning and working environments support the positive well-being of students and staff.

**Strategy:** Continue the implementation of AP271, Healthy School Communities, to support active living and healthy eating

### NEW SCHOOL ACTIONS

Use consistent self-regulation strategies and language for Div. 1-2-3 to assist students with their well-being, such as the Zones of Regulation and Flex brain thinking.

Improve our Phys Ed and DPA program by creating a shared document with favourite activities such as the Staff Physical Activity Challenge and active spirit days promoting active living. (Year 2)

Promote healthy eating habits with families and students, such as water only at school and healthy snacks, through student mentorship, bulletin boards, regular communications, etc. (Year 2)



## PRIORITY: Health and Wellness - BES Continuum of Supports

**Outcome:** Learning and working environments support the positive well-being of students and staff.

**Strategy:** Provide student mental health support within a continuum of supports model that addresses students' sense of belonging, anxiety, depression, and self-esteem

### NEW SCHOOL ACTIONS

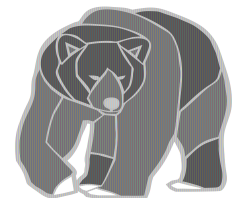
Create a response model to review during our collaborative meetings to brainstorm strategies on how to best support our students' mental health.

Increased student voice during student council for monthly Spirit Days to foster a sense of belonging for our Div. 3 students, and all students. (Year 2)

Partner with community experts to teach parents and children the impacts of screen time on mental health.







## PRIORITY: Health and Wellness

**Outcome:** Learning and working environments support the positive well-being of students and staff.

**Strategy:** Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

### NEW SCHOOL ACTIONS

Create an increased sense of belonging to support all staff's well-being, by bringing back some traditions, such as bi-annual potlucks, the legendary annual Iron Chef competition, and monthly Wellness Activities.

Provide meaningful transition opportunities for our grade 8 students going to the High School by visiting the school starting in May. (Year 2)



## **PRIORITY: Health and Wellness**

**Outcome: Learning and working environments support the positive well-being of students and staff.**

### **Performance Measures:**

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.
- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.
- (CRPS) Percentage of students who experience anxiety and/or depression.
- (CRPS) Percentage of students who feel that their learning environment is inclusive.

## **PRIORITY: Health and Wellness**

**Outcome: Learning and working environments support the positive well-being of students and staff.**

### **Performance Measures:**

- (AbEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

# Health and Wellness - Continued

Actions already being taken, featuring our areas of strength:

Nutrition grants and programming (Foods for Learning)

Outdoor pursuits (Pauw Foundation partnership)

Team Sports

Focus on our Collaborative Meetings

Mental support “personnel” (social worker, counselor, RFTS) as per our [BES Continuum of Supports](#)

Students report they have good relationships at school, both with students and teachers

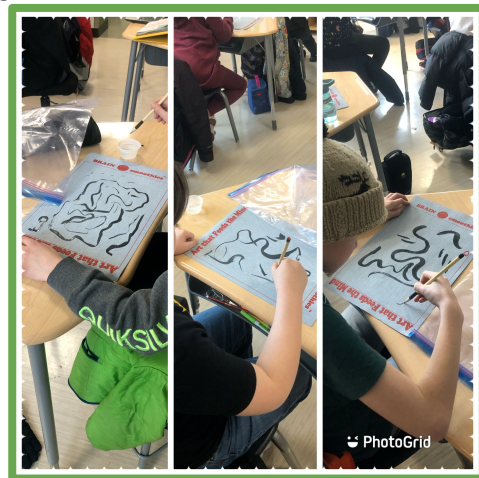
Students feel safe

Students believe they have adults who will advocate for them

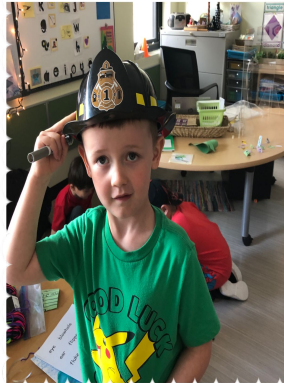
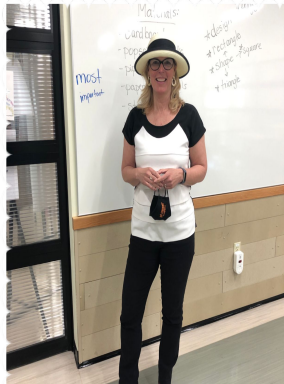
BES has a supportive and welcoming and positive staff culture

Parents feel BES does a good job of communicating our initiatives

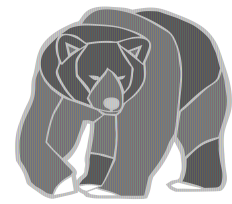
Student-led Assemblies foster a sense of belonging



# Health and Wellness







# PRIORITY: Engaged Learning

**Outcome:** Students and staff are meaningfully engaged in their learning.

**Strategy:** Develop K-12 students' core *competencies* for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

Using critical thinking skills while participating in a break out room

## NEW SCHOOL ACTIONS

Review our resources to teach responsible usage of technology with students across all grades, using the Digital Citizenship Curriculum, and library books on this topic.

Create and implement grade 7 CTF course to connect with the community resources and other career options.

Each division will engage in one volunteerism activity to contribute positively to their own community, or society in general. (Year 2)

Make the core competencies high-profile to embed them into teacher's planning by revisiting them during the first Learning Café and again before each reporting period. (Year 2)



## PRIORITY: Engaged Learning

**Outcome: Students and staff are meaningfully engaged in their learning.**

### **Performance Measures:**

- (CRPS) Percentage of students who find their learning interesting and relevant.
- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.
- (CRPS) Percentage of students who state that student voice counts in their school.
- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.



## **PRIORITY: Engaged Learning**

**Outcome: Students and staff are meaningfully engaged in their learning.**

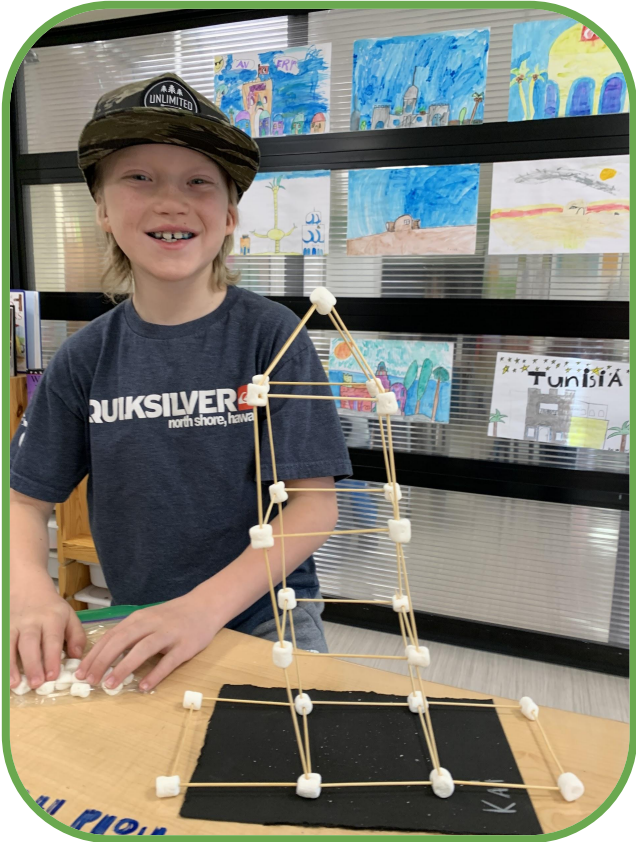
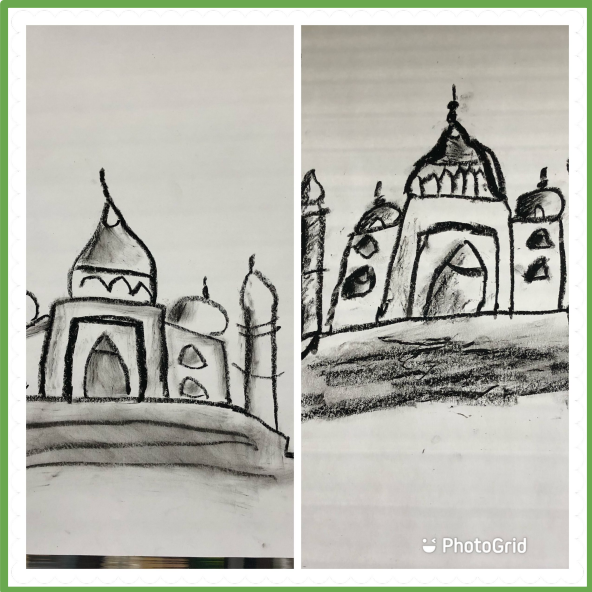
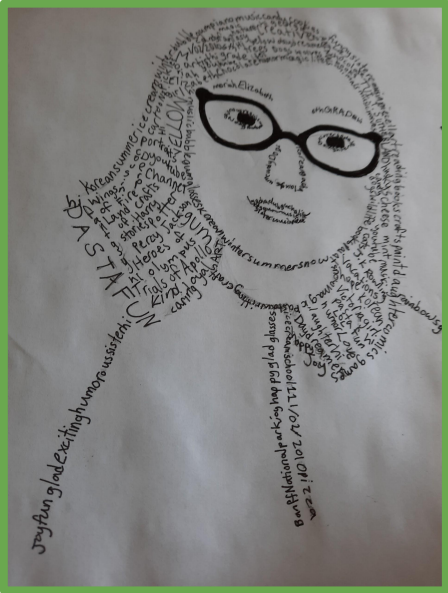
### **Performance Measures:**

- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (AbEd) Citizenship: The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.
- (AbEd) High school completion results.
- (AbEd) Provincial achievement test results.
- (AbEd) Diploma exam results.
- (BES) Technology Behavior tracker

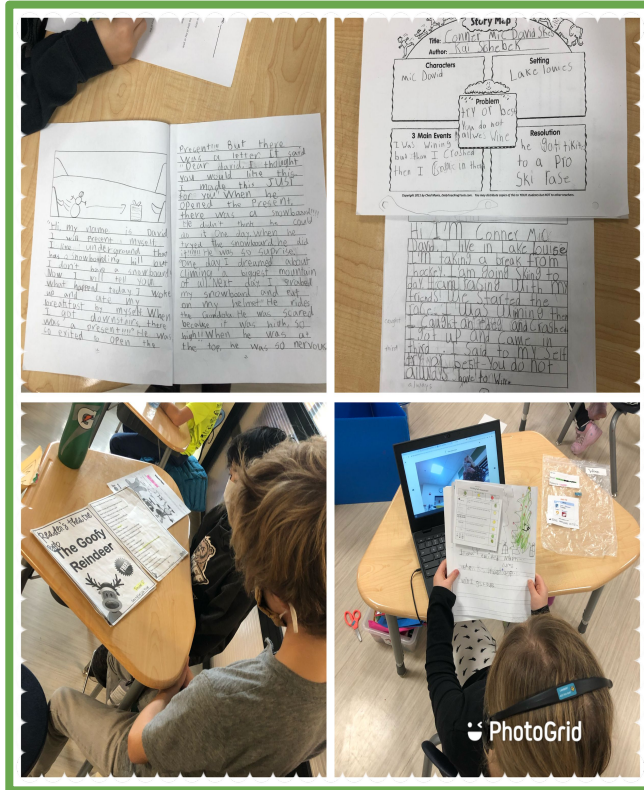
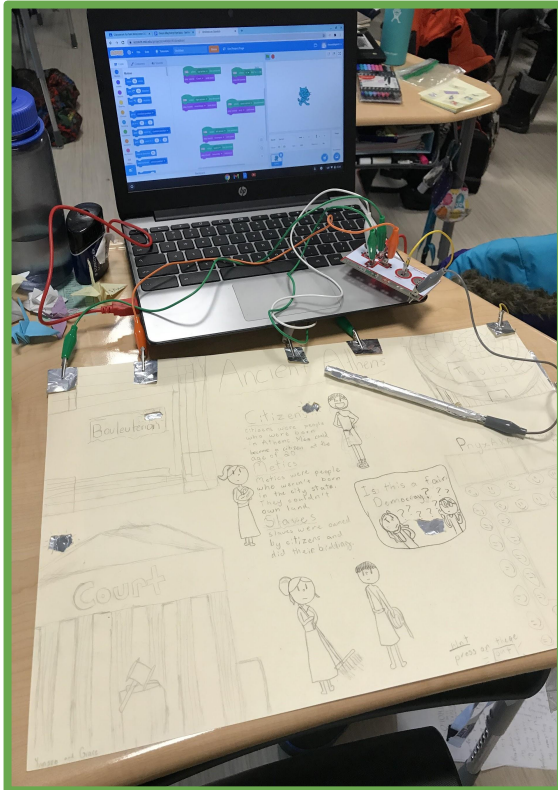
# Engaged Learning: Continued

## Actions already featuring our areas of strengths:

- Digital Citizenship curriculum across the grades
- Our Away for the Day school policy
- Designing worthwhile work for our students

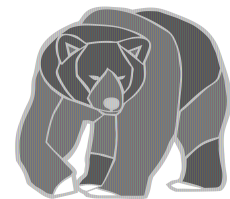


# Engaged Learning



# PRIORITY: Student Supports

**Outcome: Individual growth and success is fostered for every student.**



**Strategy: Target First Nations, Métis, Inuit and ELL student growth and success from K-12, using multiple methods, to close the achievement gap.**

## New School Actions

Improve our ELL teaching strategies to reduce the achievement gap. These will include embedding ELL accommodations into TEF task Designs and inviting Alberta Settlement Services for their input.

ELL After School Club 1x a week with Settlement Services. (Year 2)

Simplify the language from the Treaty Land Acknowledgement to make this understood by our students, and weave it in during announcements monthly, as well as during task designs.

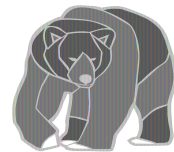
Review our academic language strategies during our Collaborative Meetings to close the achievement gap for First Nations, Métis, Inuit and ELL students.

## Grade ½ Land Acknowledgement



# PRIORITY: Student Supports

**Outcome:** Individual growth and success is fostered for every student.



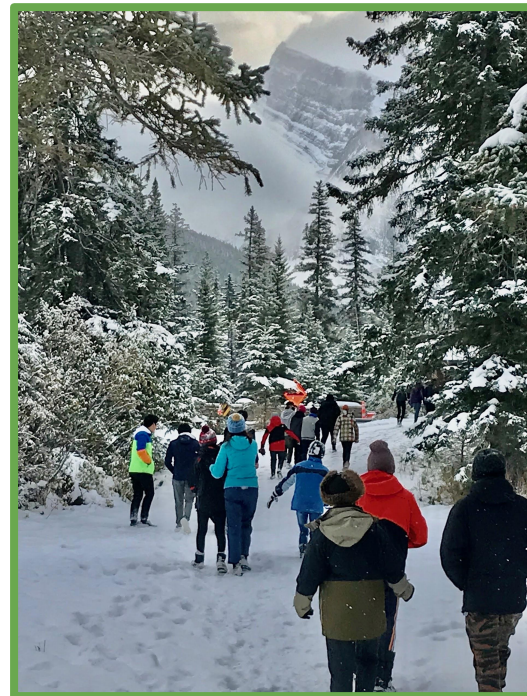
**Strategy:** Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009)

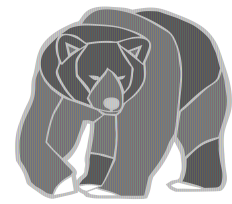
## NEW SCHOOL ACTIONS

Staff members will share/discuss at least one example of a successful and/or unsuccessful formative assessment practice that they have implemented in their classroom during a PLN afternoon to create a bank of effective formative assessment strategies, looking at evidence based formative assessment strategies to guide our work.

Staff members will engage in in-house NEIL rounds to learn from each other with regards to design authentic, worthwhile work once during the school year. (Year 2)

Create a CTF course following the Genius Hour model in Div. 3 that students pursue individually based on their interests and passions. (Year 2)





## PRIORITY: Student Supports

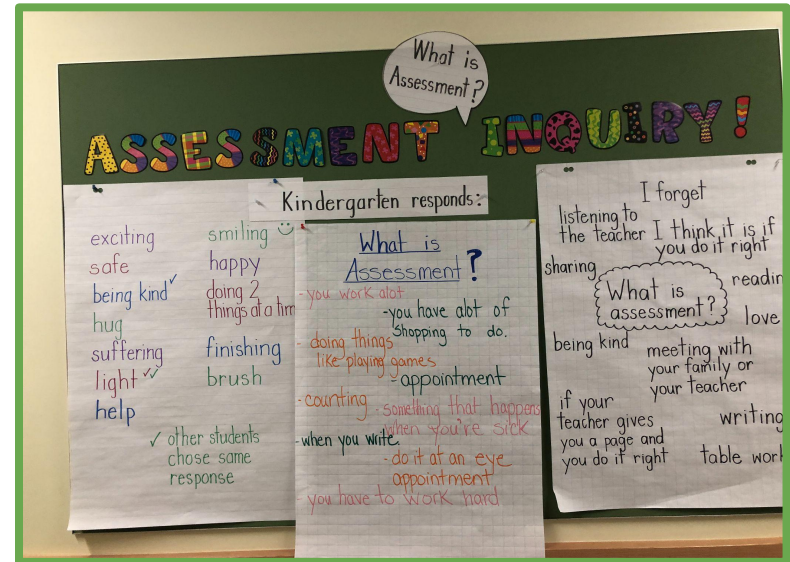
**Outcome:** Individual growth and success is fostered for every student.

**Strategy:** Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals;

### NEW SCHOOL ACTIONS

Create a bank of successful formative assessment practices for each division, such as the [Kindergarten Exemplar on Assessment Practices](#)

Use consistent platforms to communicate to parents our assessment practices and overall high quality work weekly in our e-news and have a rotation of teachers featuring authentic, high quality work.



# PRIORITY: Student Supports

**Outcome: Individual growth and success is fostered for every student.**

**Performance Measures:**

- (CRPS) Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth
- (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning
- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn
- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis and Inuit people in school.

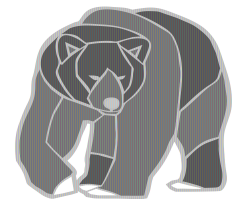
# PRIORITY: Student Supports

**Outcome:** Individual growth and success is fostered for every student.

## **Performance Measures:**

- (AbEd) High school completion results for students/First Nations, Métis and Inuit students
- (AbEd) Provincial achievement test results for students/First Nations, Métis and Inuit students
- (AbEd) Diploma exam results for students/First Nations, Métis and Inuit students
- (AbEd) Education Quality:percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (AbEd) Parental Involvement:The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.





# PRIORITY: Student Supports

**Outcome:** Students are literate and numerate.

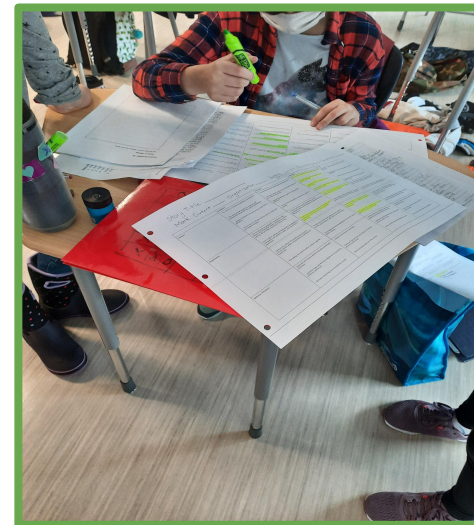
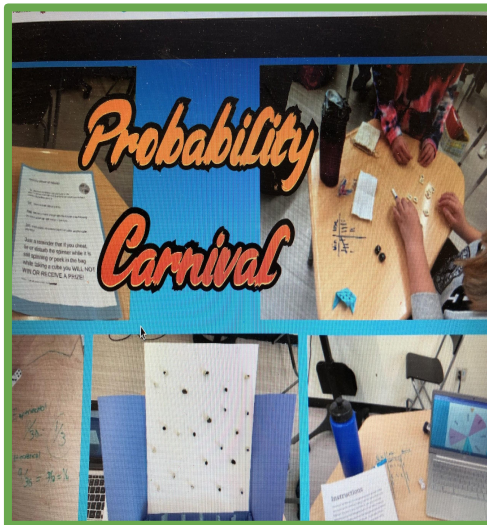
**Strategy:** Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model

## NEW SCHOOL ACTIONS

Providing time during our school-based PLN to build a **scope and sequence** that would include common resources, consistent literacy strategies, as well as including assessment practices and rubrics.

Providing time during our school-based PLN to build a **scope and sequence** that would include common resources, consistent numeracy strategies, as well as including assessment practices and rubrics.

Improve phonemic awareness starting in kindergarten by using the Haggarty curriculum strategies.



## **PRIORITY: Student Supports**

**Outcome: Students are literate and numerate.**

### **Performance Measures:**

- (CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process
- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics (4-6)
- (CRPS) Percentage of students who enter their grade with foundational literacy skills
- (CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2)

# PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Performance Measures:

- (AbEd) Provincial achievement test results for students/First Nations, Métis and Inuit students
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (BES) Our School Survey: Percentage of students who are interested and motivated in their learning.
- (BES) ELL Benchmark: percentage of students moving up the levels for growth.



# STUDENT SUPPORTS - CONTINUED

## Actions already featuring our areas of strengths:

- Celebrating student diversity and being fortunate to have a diverse staff for additional support
- BES has a welcoming and kind energy
- Continuous documenting and assessing using the ELL benchmarks at the end of each school year to monitor progress/growth
- Continuing social emotional language and programming with RFTS
- Partnership with Settlement Services
- School-based PD to focus on worthwhile work and assessment practices
- Surveys show teachers and students feel they are producing high quality work
- Teacher websites with information about weekly activities in class
- Collaboratively constructed rubrics
- Student self reflections/assessments, and peer feedback

## Intellectual Engagement for Students Participating in Worthwhile Work



Artwork inspired by Indigenous artists and Literature Circles in Grade 5



Hands on tasks promoting collaboration and creativity



# Annual Education Results Report for 2020/2021: include Areas of strengths

Coming fall 2021

