

# SCHOOL EDUCATION PLAN

**Banff Elementary School**  
Canadian Rockies Public Schools

# CRPS Education Plan - Year Four

## Priority 1: Health and Wellness

### Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

#### Strategies:

- Continue the implementation of divisional and school-based wellness plan, enduring alignment with AP271 Healthy School Communities and providing a continuum of supports model to address students' sense of belonging and mental well-being, inclusive of anxiety, depression, and self-esteem.
- Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- Work collaboratively with students, staff, and other stakeholders to build and foster effective relationships.
- Foster inclusive learning environments where all learners are valued and treated with dignity and respect.
- Establish staff advocates within schools to support students, helping to ensure families and students engage with wrap around and community supports.
- Maintain, improve, and annually assess accessibility to facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

#### 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.

(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.

# CRPS Education Plan - Year Four

## Priority 2: Engaged Learning

**Outcome: Students and Staff are Meaningfully Engaged in Their Learning**

### Strategies:

- Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K-12 core competencies.

### 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.

(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: 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 examination results.

# CRPS Education Plan - Year Four

## Priority 3: Student Supports

### Outcome: Individual Growth and Success Fostered in Every Student

#### Strategies:

- Enhance teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL) and First Nations, Métis, and Inuit students.
- Foster deep learning by developing students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths, and areas of need and set new learning goals.
- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Continue to promote and support involvement of parents as partners in their child's education.
- Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and withstand diverse economic conditions.

#### Performance Measures:

(CRPS) Percentage of teachers who indicate that professional learning focused 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.

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# CRPS Education Plan - Year Four

## Priority 3: Student Supports Con't

(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.

(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) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

## Outcome 2: Students are Literate and Numerate

### Strategies:

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 12 within a collaborative response model.

### 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 teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.

(CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

(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 3).

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

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## SCHOOL CONTEXT

“Safe and caring environment. Amazing teachers!  
Meaningful integration of wise practices. Great integration of  
outdoor learning.”

# Principal's message

## Craig Kestle

Banff Elementary School, in the town of Banff Alberta, situated in Banff National Park, provides students with exceptional learning opportunities that prepare them for success in an exponentially changing world. Centred on the whole child, Banff Elementary fosters academic excellence, along with social, emotional, and physical well-being by affording students engaging learning opportunities within the classroom, out in the community, and beyond in the surrounding mountain landscapes. Banff Elementary's Mountain Living Program provides outdoor activities through Outdoor Pursuits and Nature Explorers, offering curriculum enhancing experiences and community connections for students.

Within our school community, students, staff and parents overwhelmingly agree that Banff Elementary is a welcoming, safe, and caring school that provides quality education and programming while also ensuring students have access to appropriate supports and services. The Grade 6 Provincial Achievement tests results are a strong measure of student achievement in the area of academic excellence and reflect the positive impact of targeted intervention beginning early in the elementary years.

Literacy and numeracy, in terms of instructional design and professional development, remain a high priority for all teaching staff. Professional learning focused on the Teaching Effectiveness Framework in the areas of formative assessment and deeper learning will promote further student engagement. Strengthening the connection between student learning, daily life and the greater community continues to be a priority area moving forward. Banff Elementary's Continuum of Supports model and collaborative team approach will evolve to expand strategically targeted intervention both academically and in the area of well-being. Encouraging student voice and input into school improvement will be an area of attention moving forward.

Together we nurture the Banff Elementary School's CUBS Code of Caring, Understanding, Belonging and Safety.





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## our mission

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Inspiring the hearts and minds of every student.

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## our vision

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

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## our motto

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## school

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Banff Elementary School  
Craig Kestle, Principal  
325 Squirrel Street  
(403) 762-4465  
craig.kestle@crps.ca  
<http://bes.crps.ca>



## profile

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Kindergarten to Grade 8  
390 students  
25 teachers  
10 support staff



## unique features

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Right From The Start Success Coach  
School and Family Wellness Worker  
Nature Explorers Program  
Mountain Living Outdoor Pursuits  
Banff National Park  
38 Countries represented

# assurance statement

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I, Craig Kestle, certify that the School Education Plan for Banff Elementary School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.

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Principal Signature

# 02

## OVERVIEW

<Add a quote from a parent advocate here. Include only first name and initial of last name.>



# overview of accomplishments

## Priority 1: Health and Wellness

- All teaching staff indicate they had access to resources and professional learning to support positive mental health
- The vast majority of students in Grades 4 to 6 indicate they feel safe at school
- Overall, teachers, parents and students strongly agree that their learning environments are welcoming, caring, respectful and safe
- The vast majority of parents agree that students have access to appropriate supports and services at school

## Priority 2: Engaged Learning

- All teaching staff indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth
- Parents and students are satisfied with the overall quality of basic education
- Teachers, parents and students agree that students model the characteristics of active citizenship

## Priority 3: Student Supports

- BES students performed at or above the Acceptable and Excellent standard on all Provincial Achievement Tests
- English as an Additional Language Provincial Achievement Test results are above the provincial average
- All teaching staff indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth



# priority areas of focus

## Priority 1: Health and Wellness

- Develop strategies to implement with Grades 7 and 8 students to further promote growth in the areas of self-esteem and feeling safe at school
- Target wellness supports for Kindergarten to 8 students in the areas of anxiety and depression
- Increase teacher awareness and satisfaction in students having access to appropriate supports and services at school through a collaborative team approach

## Priority 2: Engaged Learning

- Implement strategies for Grades 7 and 8 students to further understand how their voice is used to impact decisions at school
- Increase awareness of the importance of the Teaching Effectiveness Framework and professional development to further student engagement in learning
- Further parent awareness of and satisfaction in involvement in decisions about their child's education through identifying and implementing effective strategies to include parent voice

## Priority 3: Student Supports

- Increase student perceptions of the interventions and supports available to help them in Language Arts and Math with a focus on learning that is relevant to their daily lives and classroom instruction that is appropriately challenging
- Continue to provide professional development opportunities for teachers to build their foundational knowledge of First Nations, Metis, and Inuit people



# steps already taken in 2023/24

## Priority 1: Health and Wellness

- Collaborative Team Meeting Structures: Collaborative Team Meetings, Collaborative Grade Team Meetings, Learning Support Team Meetings (with Administration, School and Family Wellness Worker, Right From the Start, Settlement Worker in Schools, Learning Support)
- Implemented 'Helpful Eyes and Helpful Hands' weekly communication to all staff identifying students who would benefit from support in their well being at school
- Right From the Start focus on building teacher capacity to further programming focused on well being and accessing supports at school

## Priority 2: Engaged Learning

- Creation of a Grade 7 and 8 Student Council to provide a formal structure for Division 3 students to offer voice and directly impact the school community

## Priority 3: Student Supports

- Collaboration with Indigenous Services Coordinator in accessing CRPS Knowledge Keepers to further teacher appreciation and foundational knowledge





# 03

## HEALTH AND WELLNESS

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

# priority action steps

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

- Expand Student Council to represent all grades ensuring the school community as a whole has voice to share concerns and facilitate action plans for school improvement and student well being
- School Wellness plan focusing on staff advocates for all students: promote family and student outreach for help and support - 'Helpful Eyes, Helping Hands' - 'Connecting School Community Campaign'
  - Helpful Eyes and Helping Hands - Week at a Glance
    - identifying students for all staff to support and connect with
  - Connecting School Community Campaign
    - Staff mapping session to identify and target students who may not be connected to staff
    - Facilitate teacher-student advocate system to foster connections with students
- Right From the Start and the School and Family Wellness Worker further building teacher capacity to implement universal mental health supports and programs that are embedded in school and classroom culture, structures and routines
- Monthly team building activities for staff and students to engage in that foster deeper sense of school community



# 04

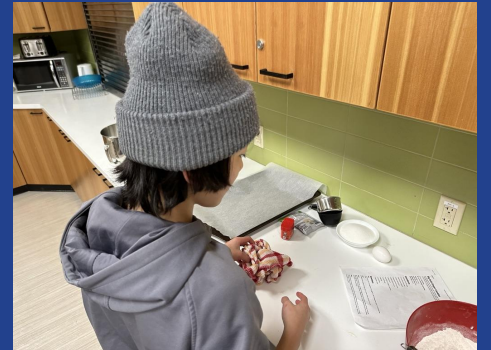
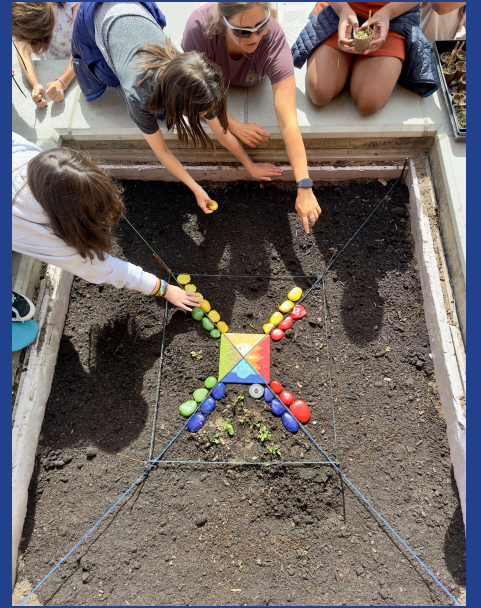
## ENGAGED LEARNING

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

# priority action steps

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

- Foster deeper learning through professional development focused on intentional design and formative assessment practices such that the work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.
- Intentional collaboration with administration and teaching staff focused on instructional coaching through the Teaching Effectiveness Framework: Evidence, reflection, refinement
  - Teacher Professional Growth Plan support to further engagement in teacher professional development
  - Classroom learning intentions directly connected to authentic and relevant real world experiences and challenges to further student engagement in learning
  - Nurturing Excellence in Instructional Leadership (NEIL) opportunities for further staff
- Spotlight on Learning: E-News weekly school community communication
  - Classroom (teacher with students) creation and submission highlighting learning intentions and student engagement in high quality academic work that is authentic, relevant and focused on the core competencies from K-8.



**05**

## **STUDENT SUPPORTS**

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

# priority action steps

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

- Collaborative Team Meetings (CTM) once every six weeks to identify and engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Collaborative Grade Team Meetings (CGTM) monthly with Administration and Learning Support focused on enhancing teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL)
  - Classroom level (Tier two) differentiated supports
- Continue to provide professional development opportunities to teacher's to build their foundational knowledge of First Nations, Metis, and Inuit people
  - Access to CRPS Knowledge Keepers
  - Collaboration with Indigenous Services Coordinator for Canadian Rockies Public Schools
  - Nature Explorers program
- Administration, with the support of School Council, increase parent engagement in the learning of their child and involvement within the school community: "How Was School Today" Initiative and highlighting volunteer opportunities within the school.





**05**

**STUDENT SUPPORTS**

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

# priority action steps

## Outcome: Students are literate and numerate.

- Implement evidence-based literacy and numeracy classroom instruction and interventions with fidelity targeting K - 3 students to build and strengthen foundational skills
- Align literacy and numeracy instruction across divisions to further target optimal time for learning and intervention support
- Continue to further teacher capacity in the area of differentiation through collaborative meeting structures focused on classroom instruction that is appropriately challenging and relevant to the daily lives of students
- Provide high quality professional development opportunities with a focus on literacy and numeracy as foundations to the design process across all subjects and grades.

