

2025 - 2026 School Year

SCHOOL EDUCATION PLAN

Banff Elementary School

Canadian Rockies Public Schools





principal's message

Jason Billings

Nestled in the heart of Banff, Alberta, and surrounded by the breathtaking beauty of Banff National Park, Banff Elementary School (BES) offers students a truly unique and inspiring place to learn and grow. At BES, we focus on the whole child—nurturing academic excellence while supporting students' social, emotional, and physical well-being. Learning goes far beyond the classroom walls, extending into our vibrant community and the natural mountain environment. These meaningful, hands-on experiences help students develop the skills, confidence, and curiosity they need to thrive in a constantly changing world.

The BES School Education Plan was created using information from our School Annual Results Report (SARR), research, and proven educational practices. We learned that most students feel safe, included, and have strong relationships with their teachers—plus, 90% of parents and students say BES is a welcoming and caring school. This is critical for student success at school and will continue to be a focus in our plan. This includes supporting mental health, updating our CUBS Code of conduct, continuing our Collaborative Response approach, and building stronger connections between students and staff through our House teams. This work is part of our goal to ensure *Learners Are Ready to Learn*.

We've seen strong engagement from our students, who have shared that they are interested and invested in their learning. Our families also express high levels of satisfaction with the quality of education their children receive. To keep this momentum going, our *Learners Are Inspired to Succeed* goals include more hands-on, real-world learning, giving students personalized support in reading and math, providing teachers time to plan together, and looking closely at how we assess student progress.

Finally, feedback from teachers and student results show the importance of strong foundational skills in literacy and numeracy as well as the development of skills to help students thrive in a rapidly changing world. Because of this, our *Learners Are Future Ready* goal includes building key student competencies like critical thinking and collaboration, providing opportunities to explore innovative resources like our Makerspace, and continued teacher growth through meaningful professional learning.

We are thrilled to share the Banff Elementary School Education Plan with our school community!

GOALS



learners are ready to learn

We recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, our staff fosters a sense of belonging, promotes wellness, and nurtures social-emotional learning, ensuring learners are prepared to learn.



learners are inspired to succeed

We design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



learners are future ready

We foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, we empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.

SHARED VISION OF LEARNING

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions.

“In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?” We believe:



Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.



Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.



In and embrace the importance of whole child education in the development of each learner.



Diversity of experiences and connections in nature and community enhance learning beyond the classroom.



Positive relationships foster effective and engaging learning experiences.



Direct relationship between professional learning, personal commitment, and instructional excellence.



our vision

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

our mission

Inspiring the hearts and minds of every student

our motto



CARING
UNDERSTANDING
BELONGING
SAFETY





school

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profile

Kindergarten - Grade 8
387 Students
24 teachers
12 support staff



unique features

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

assurance statement

I, Jason Billings, 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.

Principal Signature



overview of 2024/25 accomplishments



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

- Staff feel that they have access to resources and professional development to support positive student mental health.
- Students shared that they have positive teacher/student relations and that their teachers set clear expectations for success.
- 90% of our students, staff and families feel that BES is a welcoming, caring, respectful and safe school.

ENGAGED LEARNING - Outcome: Students and staff are meaningfully engaged in their learning.

- Students feel that learning is relevant and 81% of our grade 4 - 6 students show interest and motivation for learning. Parents and teachers also indicate that students are engaged in their learning.
- Teachers shared that professional learning is relevant and has contributed to their professional growth.
- The quality of education remains a strength for BES with 92% of students, teachers and parents satisfied in this area.
- 84.7% of our students, teachers and parents feel that our students model active citizenship at BES.

overview of 2024/25 accomplishments

ENGAGED LEARNING - cont'd

- Grade 6 students scored significantly above the provincial standard in the Provincial Achievement Tests.
- Grade 6 English as an Additional Language Provincial Achievement Test results are well above the provincial average.

STUDENT SUPPORTS - Outcome: Individual growth and success is fostered for every student.

- 92% of teachers feel that professional learning focused on the Teaching Effectiveness Framework contributed to their professional growth.
- The majority of students feel instruction is well organized, purposeful and has immediate and appropriate feedback that helps them learn.
- 100% of our staff have indicated they had opportunities to build their foundational knowledge of First Nations, Metis and Inuit people.

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- 100% of teachers shared that literacy and numeracy remains a priority in their instructional design process.
- 100% of teachers feel that CRPS has provided opportunities for professional learning related to literacy and numeracy.
- 75% of our grade 7 & 8 students feel confident and challenged by the work they do each day which is higher than the Canadian norm.



priority areas of focus



LEARNERS ARE READY TO LEARN

- Further target wellness supports for K - 8 students who experience anxiety and/or depression and strengthen connections amongst students and staff.
- Continue to focus on ensuring our school environment is welcoming, caring, respectful and safe through the refinement of our CUBS Code.
- Utilize the Collaborative Response Model to address emergent student needs and provide students with appropriate supports and services at school.

LEARNERS ARE INSPIRED TO SUCCEED

- Increase student voice in school decisions through the involvement of Student Council and our Student Wellness Committee.
- Develop tasks and activities that involve real-world, experiential learning as a way to increase student interest, motivation, engagement and active citizenship.
- Incorporate universal and targeted intervention strategies to further develop foundational literacy and numeracy skills.

LEARNERS ARE FUTURE READY

- Develop student competencies like collaboration, critical thinking, and problem solving to help prepare students for our rapidly changing world.
- Continue to strengthen teaching practices and support professional growth through our instructional leadership approach, helping our educators deliver high-quality, effective learning experiences for all students.

01

LEARNERS ARE READY TO LEARN

The BES teachers exceeded my expectations of being professional and competent learning guides. They are engaged with students' journey, looking under the hood to understand BES needs, intervening early and creating a place where students are excited about growing and learning.

Matt K. (BES Parent)

GOAL 1

learners are ready to learn



Outcome 1.1: Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning (SEL)* for all.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS)** Student and staff perceptions that students are ready to learn, as identified through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the Action Plan for School Change as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the Universal Design for Learning (UDL) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

**(SEL = Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making)*



school action steps

- Form a representative staff committee to refine the CUBS Code, aligning it with shared values and clear behavior expectations. Standardize behavior management by logging incidents consistently, using restorative practices, and applying collaborative problem-solving to address student needs.
- Launch and embed School Wellness Advisory (House) Groups to foster school spirit, collaboration, and belonging, while continuing to empower student voice through the ongoing development of the Student Council and Student Wellness Action Team.
- Utilize weekly Student Wellness Action Team (SWAT) meetings—bringing together Right from the Start, Learning Support, the School and Family Wellness Worker, and Administration—to review student needs, coordinate targeted and universal supports, and proactively promote school-wide wellbeing.

GOAL 1



Outcome 1.2.: Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who indicate that learning environments support* the unique needs and backgrounds of all learners.
- (CRPS)** The level of inclusive education implementation across schools, based on CRPS' Indicators of Inclusive Schools.
- (ABed)** The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around CRPS' Continuum of Supports by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the Indicators of Inclusive Schools.

**(Supports = Academic, Behavioural, Executive Functioning, Physical and Cultural)*



school action steps

- Strengthen the Collaborative Response framework by setting a clear schedule for Collaborative Team Meetings/School Support meetings, and create a list of Tier 1 and 2 strategies aligned with the CRPS Continuum of Supports to guide consistent, school-wide student support.
- Regularly track and analyze both provincial and school-based assessment data to inform instructional decisions and implement timely, targeted literacy and numeracy interventions.
- Introduce and collaboratively review the Indicators of Inclusive Schools checklist with staff in the fall. Embed the indicators into daily walkthroughs to guide reflective practice, and revisit them regularly throughout the year to monitor progress and inform ongoing professional growth.



goal one implementation plan

Resources to be Used

- PBIS.org, Supporting Positive Behaviour in Alberta Schools, and Divisional Psychologist to support CUBS Code review
- Universal Design for Learning (UDL) guidelines
- Indicators of Inclusive Schools
- CRPS continuum of Supports
- Collaborative Response Model by Kurtis Hewson
- Provincial and School Based Assessments

Professional Learning to be Undertaken

- Universal Design for Learning
- Inclusive School Indicators
- Positive Behaviour and Intervention Supports
- Collaborative Response Model - Continuum of Supports





02

LEARNERS ARE INSPIRED TO SUCCEED

When someone believes in me, I start to believe in myself too—that's when I do my best.

Ethan S. (BES Student)

GOAL 2

learners are inspired to succeed



Outcome 2.1: Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

- (CRPS)** The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.
- (CRPS)** Student perceptions that they are inspired to learn as explored through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABed)** The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship program to renew teacher capacity around the understanding, design and implementation of the Teaching Effectiveness Framework.
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. (University of Calgary)



school action steps

- Staff will participate in Design Time release days to collaboratively co-create cross-curricular inquiry-based projects. These projects will emphasize real-world connections and align with the Teaching Effectiveness Framework (TEF), fostering deeper engagement and authentic learning experiences for students.
- BES will provide students with a meaningful, school-wide experiential opportunity or residency experience that connects learning to authentic contexts, supports curricular goals, and strengthens student engagement through hands-on exploration.
- Expand the use of the Makerspace to include more opportunities for Division 2 and 3 students, supporting innovation, creativity, and hands-on learning across curricular areas. Provide guidance and collaboration time to help teachers integrate Makerspace tools into project-based learning.

GOAL 2



Outcome 2.2: Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.
- (CRPS)** School administrator observations and evidence that instruction and assessment supports student learning.
- (ABed)** The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- (ABed)** Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on PAT.
- (ABed)** The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on DIP.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [Building Success for First Nations, Métis and Inuit Students](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



school action steps

- Staff will review and integrate writing rubrics from Rocky View Schools and the Alberta Professional Learning Consortium to enhance literacy assessment practices. These practices will include the consistent use of simplified, open-ended rubrics to support clarity in assessment as well as incorporating self-assessment, timely feedback loops, success criteria, and the use of models, exemplars, and worked examples to guide student learning.
- Instructional strategies will further be enriched through the use of low floor/high ceiling tasks that engage, challenge, and differentiate for all learners. Targeted EAL strategies and differentiated supports to ensure language development and equitable access to learning will be used. We will also deepen understanding and alignment of UFLI (University of Florida Literacy Institute) word study and comprehension strategies across Kindergarten to Grade 8
- To support pedagogical growth and consistency, staff will strengthen the use of *Building Thinking Classrooms* (BTC) routines, focusing on fostering student collaboration, problem solving, mathematical thinking and integrating assessment practices into BTC routines. Our Intervention Teacher will also play a key role in supporting implementation through co-teaching, modelling effective strategies, and providing on-the-ground instructional support to all staff.
- Partner with Lynx from Nature Explorers and our Knowledge Keepers to embed Indigenous perspectives and land-based learning into student experiences. Staff will use *A Walking Curriculum* to enrich outdoor learning, foster environmental literacy, and deepen students' connection to place through reflection and cross-curricular activities.



goal two implementation plan

Resources to be Used

- English Writing Exemplars, Rubrics & Scoring Rationale: Grades 3, 4, 7, 8, 9 & 10, 11 (Alberta Curriculum Aligned)
- Professional/s from Alberta Learning Professional Consortium or Rocky View School Division
- Alberta K - 12 English as an Additional Language Proficiency Benchmarks 2.0
- CRPS Teaching Effectiveness Framework and Task Design Framework
- A Walking Curriculum
- Alberta Education CTF Program of Studies
- Tinkercad and Sketchup
- University of Florida Literacy Institute
- Building Thinking Classrooms by Peter Liljedahl
- Nature Explorers

Professional Learning to be Undertaken

- RVS Writing Rubrics
- University of Florida Literacy Institute Word Study
- A Walking Curriculum
- Assessment in Building Thinking Classroom tasks



Add a comment

03

LEARNERS ARE FUTURE READY

Future readiness isn't just about knowledge—it's about building determination and resiliency, knowing that effort matters and growth comes from overcoming challenges.

Ian H. (BES Teacher)

GOAL 3

learners are future ready



Outcome 3.1 Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** Student retention rates (K-12).
- (CRPS)** The percentage of students who transition to post-secondary or the workforce within two years of graduating.
- (ABed)** The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.
- (ABed)** High School to Post Secondary Transition Rate.
- (ABed)** All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.



school action steps

- Examine the Alberta Student Competencies and intentionally integrate them into student reflection and goal-setting processes, empowering learners to take ownership of their growth.
- Monitor and assess key competencies—critical thinking, collaboration, and problem solving—through purposeful *Building Thinking Classroom* tasks that foster deeper learning.
- Expand opportunities for hands-on, inquiry-based learning by building upon Makerspace initiatives, and deepening engagement with coding, 3D printing and robotics.
- Support students in developing critical thinking and digital literacy skills by teaching them how to evaluate sources, fact-check information, ask meaningful questions, and become discerning users of digital content.

GOAL 3



Outcome 3.2: Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

- (CRPS)** The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.
- (CRPS)** Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.
- (ABed)** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed)** The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



school action steps

- Design and implement scaffolded professional learning opportunities that are revisited and built upon throughout the year during school-based PD days and staff meetings, ensuring sustained growth and application.
- Maintain and regularly update the *Shared Vision of Learning* bulletin board to reflect ongoing growth, shared priorities, and evolving practices across the school year.
- Continue reinforcing connections to the *Shared Vision of Learning* through the weekly *Spotlight on Learning* section in the school e-news, celebrating and showcasing alignment in action.
- Leverage the *Nurturing Excellence in Instructional Leadership* framework to build instructional capacity and strengthen pedagogical practices through regular classroom visits, coaching, and mentorship.



goal three implementation plan

Resources to be Used

- CRPS Shared Vision of Learning
- CRPS Nurturing Excellence in Instructional Leadership
- CRPS Teaching Effectiveness Framework
- CRPS Digital Citizenship Site
- Alberta Teaching Quality Standard
- Alberta Education Student Competencies
- Building Thinking Classrooms by Peter Liljedahl

Professional Learning to be Undertaken

- Alberta Education Student Competencies
- Digital Citizenship and evaluating information
- Nurturing Excellence in Instructional Leadership



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