



R.J.HAWKEY
ELEMENTARY

R.J. Hawkey Elementary School

School Education Plan 2023/24



R.J.HAWKEY
HUSKIES

October 2023



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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

R.J. Hawkey is excited to engage in the work needed to help our staff and students achieve success in **A**dvancing student's numeracy and literacy skills, **B**uilding future-ready students, and **C**reating inclusive, engaging, healthy learning opportunities for all students as outlined in the RVS 2023 - 2027 Education Plan. The work we will embark upon over the next three years is a continuation of the work from the last Education plan and an expanded focus on Alberta student competencies. At the end of last year, we reached out to staff, students, and parents to gather feedback about what they thought was going well at R.J. Hawkey and what could be improved to make our school the best it can be. In August, staff gathered to review the results of the feedback collected from staff, parents, and students in the spring and examine the results from the Alberta Education Assurance Measures and RVS School Education Plan survey. From the information gathered and rich conversations as a staff, we have created our school education plan for the 2023 - 2024 school year that will focus on increasing our student's literacy and numeracy skills, increase our student's problem solving skills to make a positive contribution to their learning and utilize student's interests and passions to increase their sense of community, belonging, and engagement in their learning.

As an elementary school, ensuring that students have strong foundational skills in literacy and numeracy is at the forefront of what we do. We are committed to providing our students with daily, high-quality literacy and numeracy instruction grounded in evidence-based practices. Our literacy goal will focus on phonemic awareness, phonics instruction, and comprehension strategies targeted to where students are at in their learning journey. Our numeracy goal will focus on providing students with small-group instruction that targets specific skills for each learner. Parents are invited to partner with us by creating reading routines at home where reading is shared with their children and playing games that build numeracy and literacy skills, such as cribbage, Boggle, Scrabble, and Tenzis.

Our school goals will also work on putting into action and living out the meaning we will draw from our new school logo and what it represents to work together to overcome challenges. We are the R.J. Hawkey Huskies, and we will seek to embed the associated core values of working hard together as a team and persevering when things are difficult, whether social, emotional, or academic. By connecting these values to curriculum and community, our students will learn more about what it takes to become future-ready community citizens as they learn problem solving strategies that can be used in their learning and everyday situations.

At R.J. Hawkey Elementary School, we have a strong sense of community, encompassing our Community Program students and Airdrie Christian Program students. Contributing to this are the classroom learning environments which support diversity, a sense of belonging, citizenship and positive relationships built on support and empathy for one another, which are the strengths of the culture at our school. Parents and families are also essential to creating this trusting community as they eagerly attend our school events and enjoy gathering with staff and other families to build a rich sense of belonging. This year, we will focus on creating opportunities to utilize our student's interests and passions to increase their sense of community, belonging, and engagement in their learning. We invite our parents to encourage their children to become involved in clubs and leadership activities at school, volunteer to sponsor a lunchtime club and share their child's interests with teachers at our two sets of three-way conferences.

R.J. staff are honoured to partner with parents and guardians in teaching our students to be strong, healthy, and engaged students in their learning and in the community. We are incredibly thankful that our community entrusts us with their children and works with us to create a safe, caring, and connected community in which our students can thrive.

Lisa Guy, Assistant Principal and Jackie Root, Principal.

School Profile

<p>Principal: Jackie Root</p> <p>Assistant Principal(s): Lisa Guy</p> <p>Website: https://rjhawkey.rockyview.ab.ca/</p>	<p>Mission: Safe, Connected, Caring: Success for All</p> <p>Beliefs: At R.J. Hawkey learners will:</p> <ul style="list-style-type: none"> • Have a sense of community • Be invested • Feel competent • Reach out • Find joy in learning
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Total Number of Students: 416

Grades Served: K - 5

Total Number of:

- Classroom Teachers: 21
- Learning Support Teacher(s): 1
- Learning Assistant(s): 8
- 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, R.J. Hawkey Elementary School reflects a rich and diverse learning community. Notably, 5.8 percent of our students self-identify as Indigenous students. English as an Additional Language learners represent 3.7 percent of our school population. As an inclusive school, we welcome 3 percent of our students who have significant learning needs.

Additionally, our school offers an alternative public Christian Education program called the Airdrie Christian Program for Kindergarten to Grade five students who live in Airdrie and area. We have daily Snack Attack and breakfast programs in partnership with the Airdrie Foodbank and an afterschool program supported by the Boys and Girls Club of Airdrie. We offer leadership opportunities, including AMA Safety Patrols, Green Team, the School Spirit Committee and Morning Announcement Team. We have many programs and activities that support our students' social-emotional development, including Roots of Empathy, Building Mental Wellness, Healthy Relationships in partnership with Community Links, and Stepping Stones to Mental Health Programs, including Ready for Life, Second Step and Kimochi.

Student Feedback from Spring 2023

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

- Learning self-regulation strategies to help us be calm and ready to learn.
- Using hands on materials for learning, like building, math manipulatives, wipe books, etc.
- Choices of books on the Home Reading carts.
- Field trips and going outside for learning and regulation time.

What do students think could be worked on or improved?

- Improving our listening and behaviour when we have substitute teachers.
- More outdoor learning opportunities.
- More hands-on learning in math.
- Being more respectful in class, less calling out and interrupting each other.

Parent Feedback from Spring 2023

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

- Students going on field trips again.
- Time being spent outside for learning and having movement breaks built into their day.
- Communication from the school office.
- School events such as family dances, literacy and numeracy night, concerts and assemblies are back.

What do parents think could be worked on or improved?

- More consistent communication about what students are learning about from the classroom teachers.
- More opportunities for outdoor learning for students.
- More support in the classrooms for learning and supporting students emotional/behavioural challenges.

RVS Four-Year Plan Survey Results

[R.J. Hawkey Survey Results](#)

What does the survey indicate is going well?

- Parents feel that students have opportunities to participate in meaningful and creative learning experiences.
- Parents and students feel that students have voice and choice in their learning.
- Students are provided with opportunities to learn about other people, cultures, and global diversity.
- People of all identities, cultures, and backgrounds are accepted and valued at R.J. Hawkey

What does the survey indicate could be worked on or improved?

- Increasing students' sense that learning can be, and is fun.
- Providing students with opportunities to be involved in volunteer and community service activities.
- Providing students with opportunities to make a positive impact on others in their school community.

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 & 5.	MIPI	20%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	57.8%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	87%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	80.2%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	38.9%

What does this data tell us is going well?

- Implementation of our PBIS matrix has been successful and staff and students are actively using the matrix and strategies.
- Literacy practices and interventions are working, and students are making progress in their literacy skills.
- Our attendance initiative is improving student attendance and increasing their connections to the school and school supports.

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

- There is a need to develop our numeracy practices and interventions for all students.
- Continued focus is needed on ensuring accommodations and strategies are in place and implemented with fidelity for students with an Individual Program Plan.
- Continued work and focus are needed on creating connections between families and the school to improve student attendance.

Alberta Education Assurance Measure Results

Spring 2023

School: 5207 R. J. Hawkey Elementary School

Assurance Domain	Measure	R. J. Hawkey Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.9	84.1	84.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	83.4	77.8	77.6	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	90.2	92.8	93.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	86.9	86.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.9	73.2	73.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	63.8	72.8	77.8	79.1	78.8	80.3	Very Low	Declined	Concern

What does our data indicate is going well?

- Parents, students, and teachers shared that students model the characteristics of active citizenship.
- Parents, students, and teachers feel that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school.

What does our data tell us could be improved on?

- Increasing parent's connection with the school and their involvement in school activities and decision making needs to be a priority.
- Parents and students agree that students need to be more engaged in their learning at school.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: Increase students' literacy and numeracy rates by 15% over the next three year.

School Goal 1: By June 2024, at least 63% of R.J. students will be reading at or above grade level and at least 25% of students will be at or above grade level in numeracy.

Data that informed this goal:

June 2023 BAS results:

- Grade 1 – 36% of students at or above grade level
- Grade 2 – 53% of students at or above grade level
- Grade 3 – 65% of students at or above grade level
- Grade 4 – 58% of students at or above grade level
- Grade 5 – 79% of students at or above grade level

2022/2023 Numeracy assessment and MIPI results:

- Grade 1 – 46.6% of students at or above grade level
- Grade 2 – 50.0% of students at or above grade level
- Grade 3 – 40.9% of students at or above grade level
- Grade 4 – 15.4% of students at or above grade level
- Grade 5 – 24.3% of students at or above grade level

Connection to the practice guide(s):

RVS Inclusion Practice Guide

Pg. 4 - "Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social-emotional, mental health and behaviour needs of all students."

"Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy. "

RVS Instruction and Assessment Guide

Pg. 7 - "Students learn through purposeful instructional design."

Pg. 9 - "Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes. Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning. "

Pg. 10 - "Teachers triangulate data from a variety of sources (observations, conversations, products) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners."

RVS Professional Learning Practice Guide

Pg. 5 - "Learning and growing together to meet the needs of students and optimize learning for all requires professional learning to be grounded in data. Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction. Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning."

Pg. 9 &10 - Implementing the principles of the Professional Learning Model

Strategies:

- All K – grade 3 classes will engage in phonemic awareness and phonics instruction daily, using high quality, evidence informed strategies, resources, and a systematic scope and sequence.
- All grade 3 -5 classes will engage in specific instruction of reading comprehension strategies using evidence-based resources and instruction.
- All K – grade 5 classes will engage in small group literacy instruction, targeting the specific skills identified as at risk for students through the MIPI and Alberta Numeracy Assessment and in alignment with the Alberta Education Numeracy Progressions.

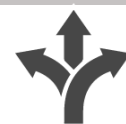
Measures:

- Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grades 1 – 5.
- Percentage of students not at risk on the Alberta Numeracy Assessment Grades 1 – 3.
- Percentage of students performing at or above grade level on the Math Intervention/Programming Instrument (MIPI) grades 4-5.

Parents can:

- Support at home by shared reading activities, such as listening to reading together, reading to their children, talking about what they have read together, asking questions, and making connections to the story and their own experiences.
- Play games with their children, such as making silly rhymes, brainstorming different words that start with A, B, C, D, etc. letters and/or sounds, Banagrams, Scrabble Junior, Boggle, Sequence Numbers, Cribbage, Rack-O, Prime, Tenzi, and other playful literacy/Numeracy activities - having **fun** is the priority.
- Practice basic math facts (addition, subtraction, multiplication, division) with your children so they become fluent in recalling the answers.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•



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).

How Might We: Increase student's problem-solving skills in order to make a positive contribution to their learning?

School Goal 1: By June 2024, the number of students, staff, and parents will report that students are learning problem solving skills and developing their ability to face obstacles and challenges will increase by 5%.

Data that informed this goal:

June 2023 RVS Education Plan Survey Results:

Students - I am learning how to solve problems I have with other people – 71% (Always and Often).

Parents - My child is provided experiences that develop their ability to face obstacles and challenges – 67.4% (Always and Often).

Staff - Our students are provided experiences that develop their ability to face obstacles and challenges – 75% (Always and Often).

Connection to the practice guide(s):

RVS Inclusion Practice Guide

Pg. 9 - "All stakeholders have ongoing responsibilities, opportunities, relationships, and resources that develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically, and emotionally safe and responsive learning environments."

Pg. 10 - "The role of play, structured and unstructured, leads to discovery, wonder, problem-solving, critical thinking, failure, and the building of resilience. These six factors of play throughout the life span have been identified as critical for the future of entrepreneurship, healthy societies, and life-long learning."

Pg. 13 - "Explicitly teach social-emotional skills as part of the curriculum and the routines, structures of the school."

RVS Instruction and Assessment Guide

Pg. 5 - "To move learning forward, students and staff take risks, persevere when things are difficult, and understand that mistakes are a part of the learning process."

Pg. 6 - "Teachers provide instruction and assessment in the eight competencies related to knowledge, skills and attitudes developed for successful learning. The competencies apply across contexts and subject areas and assist students in meeting challenges and problem solving while building skills to create and innovate in all aspects of their lives."

Pg. 7 - "Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem."

RVS Professional Learning Practice Guide

Pg. 8-10 - Implementing the principles of the Professional Learning Model

Strategies:

- All K – 5 classes will explicitly teach problem solving strategies for interpersonal conflict during our morning SEL block including “Stop – Breathe – Think” and universal Problem-Solving Visual along with the school created PBIS lessons.
- All grade 3 – 5 classes will be taught about the “Pit of Learning” and the steps one can take to overcome struggles in learning.
- All K – 5 students will be provided with outdoor learning opportunities that include unstructured play to practice problem solving skills.

Measures:

- Alberta Education Assurance survey – Overall teacher and parent agreement that students are taught attitude and behaviours that will make them successful at work when they finish school.
- RVS Education Plan survey – Overall student, teacher, and parent agreement that students are provided experiences that develop their problem solving skills and ability to face obstacles and challenges.

Parents can:

- Practice and reinforce the “Stop – Breathe – Think” strategy at home when their child(ren) are facing struggles or frustration.
- Provide their children with unstructured play time to build and practice their problem solving skills.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

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.

How Might We: Utilize students' interests and passions to increase student's sense of community, belonging, and engagement in their learning by 10% over the next three years.

School Goal 1: By June 2024, the number of staff, students, and parents who agree that students are provided with opportunities to contribute positively to the school/community and are engaged in their learning will increase by 3%.

Data that informed this goal:

RVS June 2023 School Education Plan Survey results:

Students – I am making a positive difference in my school/community – 65% (Always and Often)

Staff and parents – Students are provided with opportunities to contribute positively to school/community – 75% (Always and Often).

Alberta Education Assurance Measures Results:

Percentage of teachers, parents and students who agree that students are engaged in their learning at school – 77.9%.

Connection to the practice guide(s):

RVS Inclusion Practice Guide

Pg. 9 – “Welcoming, caring, respectful and physically and emotionally safe learning environments create a sense of belonging for all learners and their families. All learners have voice and choice in their learning.”

Pg. 13 - “Design differentiated instruction to intentionally make learning engaging, meaningful and effective for all students.”

RVS Instruction and Assessment Guide

Pg. 7 - “Keys to designing learning opportunities: engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights, and move learning beyond classroom walls.”

Pg. 7 - “Students share what they learn, so when one learns, we all learn”

RVS Professional Learning Practice Guide

Pg. 8-10 - Implementing the principles of the Professional Learning Model

Strategies:

- All grade 1-5 will complete a Personal Interest Inventory to identify individual areas of interest to utilize in self-directed and class projects.
- Utilizing class interests, all K – 5 students will be provided an opportunity to participate in a service project within the school community or the broader geographical community.
- All grade 1- 5 students will have the opportunity to engage in clubs to build a greater sense of community and belonging. For example, Recycling, Robotics, Coding, Leadership, Lego, Games, Patrols.

Measures:

- Alberta Education Assurance Measure – Overall percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Number of classrooms engaged in school or community service projects based on student/class interests.

Parents can:

- Share their child’s interests with the teacher during 3-way conferences.
- Encourage and cultivate their child(ren)’s interests in different activities and clubs being offered at school.
- Volunteer or sponsor a club/activity at school.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	•	•
March 15	•	•

School Council Review

Presentation of School Education Plan

School council comments:

- It is so good to hear the goals that involve the students and give ownership to students to contribute.
- Great job on the SEP, so much thought has gone into it.
- More consistency with assessment reporting in PowerSchool by teachers would be good.
- We are looking forward to the student clubs.

Signatures indicate agreement with the plan

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

Principal signature on behalf of students and teachers of School