



R.J.HAWKEY
ELEMENTARY

R.J Hawkey Elementary

School Education Plan 2024/25



December 2024



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

R.J. Hawkey is excited to continue 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 embarked upon last year set the stage for our work for the next two years to increase our students' 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. We are proud to share that our efforts have already shown significant improvements in our students' numeracy skills, and we are committed to building on these achievements in the coming years.

At R.J. Hawkey, we are deeply committed to ensuring that our students have a strong foundation in literacy and numeracy. This commitment is at the core of our educational mission. We provide our students with daily, high-quality literacy and numeracy instruction, firmly grounded in evidence-based practices. Our literacy goal is to enhance students' phonemic awareness, phonics instruction, and comprehension strategies, tailored to student's unique learning journeys. Similarly, our numeracy goal is to offer students small-group instruction that targets specific skills for each learner. We invite parents to join us in this mission by establishing daily reading routines at home and engaging in games that promote numeracy and literacy skills, such as cribbage, Boggle, Scrabble, and Tenzis.

We are the R.J. Hawkey Huskies, and we are committed to embedding the core values of teamwork and perseverance in our students. These values, whether social, emotional, or academic, are integral to our students learning and community. By connecting these values to our students' learning, everyday situations, and relationships with others, we aim to prepare them to become future-ready community citizens.

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 that 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 more opportunities to utilize our student's interests and passions to increase their sense of community, belonging, and engagement in their learning. Numerous clubs have been created to allow students to engage in activities of interest and to build connections with students across the school. Classrooms will also initiate service projects based on student interest to build connections to our school and the wider community. 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.

At R.J. Hawkey, we are deeply honored to partner with parents and guardians in the education of our students. We recognize and appreciate the trust that our community places in us, and we are grateful for the collaborative efforts that help us create a safe, caring, and connected community. Together, we are able to nurture strong, healthy, and engaged students who are not only successful in their learning but also in their community.

Jackie Root and Anne-Marie Czember

School Profile

<p>Principal: Jackie Root</p> <p>Assistant Principal: Anne-Marie Czember</p> <p>Website: 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: 404

Grades Served: K - 5

Total Number of:

- Classroom Teachers: 17
- Learning Support Teacher(s): 2
- Learning Assistant(s): 8
- CDA(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2

School Diversity Profile

As with all Rocky View Schools, R.J. Hawkey Elementary reflects a rich and diverse learning community.

Notably, 6% per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 8.6% per cent of our school population. The most common first languages for these students are Spanish, Portuguese, Persian and Ukrainian.

As an inclusive school, we welcome 3.2% per cent 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 program in partnership with the Airdrie Foodbank and a before and after school 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. R.J. offers a variety of clubs to join to during lunch recess including a lego club, walking club, robotics, Art Hub, Eco team, artist trading card, games, and chess and crib club.

Student Feedback from Spring 2024

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

- **Academics:** Students found all subjects engaging and interesting. Many students excelled and enjoyed math, improvements in writing and reading were noted by students. Students found science engaging and found Music was a place for expression and enjoyment.
- **Extracurricular:** Educational experiences outside of the classroom were a highlight. Students found building and creating a virtual environment through the Minecraft classroom to be engaging and interesting.
- **Social:** Playing with friends and making new friends was a significant positive aspect of the school year. Additional recess time was appreciated.
- **Creative Projects:** Students enjoyed various creative projects that allowed them to express themselves artistically.

What do students think could be worked on or improved?

- **Classroom amenities:** Students would like improved washroom facilities, sinks in every classroom, and lockers for grade 5 and 6 (next year).
- **Extracurricular activities:** Students would like more field trip opportunities and more sports activities including a gaga ball pit.
- **Safety and Supervision:** Students would like increased supervision during recess and unstructured times to help limit swearing and interpersonal conflicts.
- **Social and Recreational activities:** More recess and outdoor activities. Students would also like to look at different activities on the last day of school and changing the date for Sports Day.

Parent Feedback from Spring 2024

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

- **Positive Teacher and Staff Interactions:** Many parents and students highlighted the positive impact of friendly and supportive teachers and staff. This contributed to students feeling eager to attend school and helped them feel important and respected.
- **Hands-On Learning and Extracurricular Activities:** Students enjoyed hands-on learning activities, outdoor time, and library visits. Extracurricular activities like music, and art were also appreciated, providing a well-rounded educational experience.
- **Stability and Routine:** Stability in teaching and a steady schedule were important for students' success. Consistent classroom routines helped students complete tasks and feel more confident in their abilities.
- **Communication and Support:** Effective communication from the school, including newsletters and opportunities for parental involvement, was valued. This helped parents stay informed and engaged with their children's education.

What do parents think could be worked on or improved?

- **Social-Emotional Support:** Parents feel strongly that more social-emotional supports are needed to make the school feel safe. This includes focusing on peer relationships, acceptance, and kindness, especially during unstructured times like recess and lunch.
- **Communication and Parent Involvement:** Parents desire improved communication from teachers. Parents would like more timely updates on assignments and progress, better communication of concerns, and more frequent teacher updates regarding classroom activities.
- **Individualized Learning and Academic Challenges:** Parents have identified a need for more individualized classwork to cater to students at different levels. Some parents are concerned that their children find the current curriculum too easy and are not being challenged enough, which could lead to a loss of interest in school.
- **Safety and Supervision:** Increased supervision during recess and other unstructured times is recommended to build students' sense of safety at school. Practical lessons in conflict resolution, standing up for oneself, and maintaining personal space and boundaries are also recommended to help build students' safety.

RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 4 - 5 (students who only need universal supports in math)	ECIS Math Assessment 2024	50%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	75.3%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	59.3%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3.	RVS Writing Assessment	43.6%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	77%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	71.6%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	58.9%

What does this data tell us is going well?

- The strategy of small group instruction has worked in supporting the development of student’s numeracy skills.
- Implementation of our PBIS matrix has been successful and staff and students are actively using the matrix and related strategies.
- Individual Program Plan goals are targeted to the student and scaffolded to create student success.

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

- More targeted small group literacy intervention and instruction to meet students where they are at in their literacy skill development.
- 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.

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	65% 79%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	79% 44%
The average score for relevance, rigor and effective learning time.	6.65/10 7.5/10 6.9/10
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	80.2%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.2/10
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	65%

What does our data indicate is going well?

- Students are interested, motivated and try hard in their learning.
- Students find what they are learning is relevant to their lives and find a clear purpose in what they are learning.
- Classrooms have clear learning and behaviour expectations that students understand which has created a positive relationship between students and teachers.

What does our data tell us could be improved on?

- Increased focus learning regulation strategies for when students find work or situations challenging.
- Communicating clear expectations of what students can work on at home.

Alberta Education Assurance Measure Results

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	80.8	77.9	81.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.4	83.4	80.6	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.1	90.2	91.5	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	84.7	85.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	67.8	76.9	75.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	68.9	63.8	68.3	79.5	79.1	78.9	Very Low	Maintained	Concern

*18 parents completed this survey in the spring of 2024

What does our data indicate is going well?

- Students are engaged in their learning.
- Students report that they are encouraged to try their best at school and that they help one another when they can.
- Teachers and students report that students find their schoolwork interesting and challenging.

What does our data tell us could be improved on?

- While our parental involvement has increased work is still needed to increase parental involvement in the school.
- Increasing the communication of opportunities for parents to be involved in School Council and school events.
- Teaching and modeling respectful interactions with each other in conjunction with our PBIS matrix.
- Communicating with parents about what students are working on and how they are challenged in their schoolwork.

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 two years.

School Goal 1: By June 2025, at least 63% of R.J. students will be reading at or above grade level and at least 63% of students will be at or above grade level in numeracy.

Data that informed this goal:

June 2024 BAS

% of students meeting or exceeding expectations

Grade 1 – 33%

Grade 2 – 58%

Grade 3 – 56%

Grade 4 – 64%

Grade 5 – 75%

Alberta Education Numeracy Assessment and EICS Numeracy Assessment results

% of students not requiring additional supports/interventions

Grade 1 – 81%

Grade 2 – 65%

Grade 3 – 80%

Grade 4 – 41%

Grade 5 – 56%

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 such as small group instruction, resources (Phonics Companion, Heggerty Phonological Awareness kit, UFLI foundations toolbox), and a systematic scope and sequence.
- All grade 3 -5 classes will engage in specific instruction of evidence-based reading comprehension strategies such as self-monitoring, question-answer relationship strategy, etc. and targeted small group instruction
- Students in grades 3 – 5 who are not reading at grade level and require targeted intervention in decoding, phonics and comprehension will receive small group in these areas.
- All K – grade 5 classes will engage in small group numeracy instruction, targeting the specific skills identified as needing targeted intervention for students through the MIPI and EICS Numeracy Assessment 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 not requiring additional intervention support on the ECIS Numeracy Assessment 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, Bananagrams, 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.

- Participate in school events such as Family Literacy and Numeracy Night and School Council.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Due to explicit and daily phonemic and phonics-based instructions, K-3 students are developing and improving their reading skills. • Grades 3-5 are engaging in explicit teaching of reading comprehension strategies and targeted small group instruction. • Grade team teachers have met to analyze student data and have identified key skills that require intervention. 	<ul style="list-style-type: none"> • Our focus will be on targeted small group instruction in literacy and numeracy.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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 2025 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:

2024 OurSchool Survey student results:

Effort Dimension: Students responded that they can ask for help when needed and participate in class discussions – 79% agreed

Goal Orientation: Students responded that they keep working on projects even when they run into problems, and I do not give up easily when I am trying to reach my goals – 71% agreed

Self-regulation: Students responded that they can stay calm when things don’t go their way, I can control my temper, and I can stay focused on a task even when I must change my approach – 65% agreed

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 classes will be taught about the “Pit of Learning” and the steps one can take to overcome struggles in learning. (Teachers will receive in-house in-service)
- All K – 5 students will be provided with outdoor learning opportunities that include unstructured play to practice problem solving skills.
- Consistent language and problem-solving steps will be implemented across all grades

Measures:

- 2025 OurSchool survey
- School survey staff and parents using the same type of questions

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.
- Encourage students to practice self-regulation skills at home

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Two Husky Huddles focused on problem solving and asking for help. Both teacher and students were involved in teaching and modeling the steps to take for effective problem solving. They were also taught about the Pit of Learning. The ‘Pit’ was also discussed at parent council. • All K – 5 students were provided with outdoor learning opportunities that included unstructured play to practice problem solving skills. • Teachers are using consistent language to teach problem solving skills (such as asking students to identify the size of their problem). 	<ul style="list-style-type: none"> • Intentional focus on age appropriate and skill specific problem-solving strategies for interpersonal conflict.

	<ul style="list-style-type: none">• Kimochis program (through Stepping Stones) is being implemented in 5 classrooms that will explicitly teach emotional awareness and problem solving.	
April 4	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

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 two years.

School Goal 1: By June 2025, the number of staff and students who agree that students are provided with opportunities to contribute positively to the school/community and are engaged in their learning will increase by 5%.

Data that informed this goal:

2024 OurSchool Survey student results:

Eudaimonia Dimension: Students responded that they take part in activities that are meaningful, they like spending time helping others, and that they can help make the world a better place – 75% agreed

Alberta Education Assurance Measures Results:

Percentage of teachers, parents and students who agree that students are engaged in their learning at school – 77.9% (May 2023)

Percentage of teachers, parents and students who agree that students are engaged in their learning at school – 80.8% (May 2024)

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

<p>Strategies:</p> <ul style="list-style-type: none"> • 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. 		
<p>Measures:</p> <ul style="list-style-type: none"> • 2025 OurSchool Survey • 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 interest 		
<p>Parents can:</p> <ul style="list-style-type: none"> • 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. • Partner with classrooms in their community service projects. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Student-led service projects have started in all classes. Each class had the opportunity to explore areas of student interest to determine a suitable service-learning project that will benefit the community. • Students have had the opportunity to choose to attend a club during recess. Last term there were 10 clubs that were offered over the course of the week (lunch recess). • Battle of the Books has started and there are currently 22 teams. 	<ul style="list-style-type: none"> • Lunch-box talks will be introduced in the New Year. These talks will help students learn communication skills as well as peer mentorship.
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

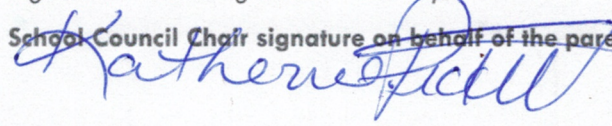
School Council Review

Presentation of School Education Plan

School council comments:

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

