



School Education Plan 2023/24

HELOISE LORIMER SCHOOL



October, 2023



Table of Contents

| | |
|--|----|
| Administrators' Message | 4 |
| School Profile | 5 |
| Student Feedback from Spring 2023..... | 6 |
| Parent Feedback from Spring 2023 | 7 |
| RVS Four-Year Plan Survey Results | 8 |
| RVS Assurance Results | 9 |
| Alberta Education Assurance Measure Results..... | 10 |
| Advancing students numeracy and literacy skills..... | 11 |
| Building future-ready students..... | 13 |
| Creating inclusive, engaging, healthy learning opportunities for all students..... | 15 |
| School Council Review | 17 |



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

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths." ~Walt Disney

Heloise Lorimer School is a vibrant place.... a school where committed students, staff and families work together to promote learning and achievement. "It takes a village to raise a child", reminds us of the importance of schools, families and community coming together to support all children to be their best. The students' literacy and numeracy skills will remain a key focus as we nurture the development of resiliency, self-regulation, social skills, and social responsibility.

To achieve our Four-Year Education Plan, Focus on the Future, our school will continue to provide a strong educational program paying specific attention to advancing literacy and numeracy skills and building the social/emotional well-being of all students while creating strong connections and a sense of belonging. Strong literacy and numeracy practices are woven through a variety of rich learning experiences while using our assessment data to guide our instruction. As well as achievement in literacy and numeracy, students will continue to develop the knowledge, skills, and attitudes necessary for life-long learning.

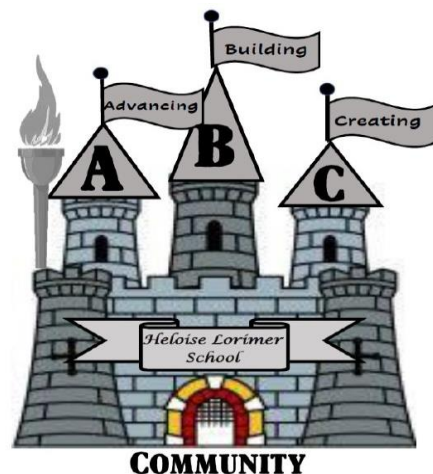
Our staff encourages the development of the physical, intellectual, social, and emotional aspects of all students. We challenge each student to achieve to the best of their ability as we provide them with support and opportunities to stretch and grow throughout their education journey. The minds of our students are our greatest natural resource. We will provide them with opportunities to develop a growth mindset and be more confident in their ability to use physical and digital resources within a responsible, safe, and respectful learning environment.

We believe that educating our children is a partnership between school, home, and the community. Our school has strong, dedicated teachers and support staff who value student and community relationships as the building blocks to student success. Our staff work to create an inclusive and caring environment where our students and families feel safe, valued, and respected. We accept and celebrate our differences and firmly believe that open and honest communication is critical in the ongoing development and success of our learning community. We encourage all partners to collaborate and become involved within our school to help create new experiences and learning opportunities for all students. Together, we can provide our students with the support and direction they need to be successful.

Terry Lewis (Principal)



Kathryn Smith (Assistant Principal)



School Profile

Principal: Mrs. Terry Lewis

Assistant Principal: Ms. Kathryn Smith

Website: <https://lorimer.rockyview.ab.ca/>



Mission: At Heloise Lorimer School, we will encourage an innovative, respectful, and challenging environment, which assists learners in reaching their potential as positive functioning citizens of the global community to enhance the quality of life.

Vision: At Heloise Lorimer School, we have pride in our students, staff, building, grounds, programs, and activities. We recognize that Heloise Lorimer School is a safe and caring learning environment where there is shared responsibility and commitment to the development of the whole child.

Total Number of Students: 734

Grades served: Kindergarten to Grade 5

Total Number of:

- Classroom Teachers: 32
- Learning Support Teacher(s): 2
- Learning Assistant(s): 12
- CDA(s): 2
- Learning Commons Facilitator: 1
- Administration and office staff: 5
- Caretaking staff: 5

School Diversity Profile

- As with all Rocky View Schools, Heloise Lorimer School reflects a rich and diverse learning community.
- Notably, five per cent of our students self-identify as Indigenous students.
- English as an Additional Language learners represent eleven per cent of our school population. The most common first languages for these students are Punjabi.
- As an inclusive school, we welcome twelve per cent of our students who have significant learning needs.
- Additionally, our school offers a morning breakfast program, a Healthy Hunger lunch program, intramurals, music and physical education specialists, alternative outdoor classroom environments and flexible spaces with furnishings to create universal learning environments.

Student Feedback from Spring 2023

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

- Students feel that the environment is safe and caring because the staff are friendly, and the school is clean and tidy.
- Students feel they are good at practicing any drill to keep them safe such as fire evacuations and lockdowns.
- The teachers make learning fun with many different activities that are at the appropriate level. Teachers support students with their reading and math skills.
- There are many extra school events and activities such as active living days, assemblies, intramurals, concerts, dances, breakfast program, fun lunches and field trips.
- There are leadership opportunities for students such as morning announcements, lunch leader programs, learning commons helpers, reading buddies and more.

What do students think could be worked on or improved?

- Being responsible, safe and respectful to everyone and property all the time.
- Having more opportunities to be outside with more playground equipment available.
- Having a quieter learning environment inside the classroom.
- Continue with and add more field trips and events for grade and school connection.



Parent Feedback from Spring 2023

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

- Parents feel there are amazing teachers and staff. They feel that students have freedom and options for their learning and that the students are growing into community members. There is an appreciation for the multidimensional approach to learning.
- Students have a supportive, constructive learning environment within their classrooms and are provided with other fun learning experiences through school events, field trips and active living days.
- There is a culture of respect, kindness, inclusiveness and fun.
- Parent/family involvement and engagement has increased. They feel welcome to become involved in curricular activities, school events and the breakfast and fun lunch programs.

What do parents think could be worked on or improved?

- Consistent communication of student learning through the grades/classes using RTR and myBlueprint.
- More personalized written feedback regarding student progress – advice to know what areas a student needs extra support or practice and to challenge the student to keep learning more.
- Cultivating a greater appreciation and awareness for diversity and understanding while respecting students' privacy.
- Continuing with more student leadership opportunities in ways that students are involved in decision-making and implementation of ideas.



RVS Four-Year Plan Survey Results

[Heloise Lorimer Education Plan Survey](#)

What does the survey indicate is going well?

- Students feel their schoolwork is useful and setting them up for success.
- Students feel they are learning to solve problems with other people.
- Students feel that they get help with their learning when they need it.
- Parents feel that people of all cultures, identities and backgrounds are accepted and valued at school.
- Students know how to make a positive impact on others.
- Students feel respectful and safe in their use of technology.

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

- Setting goals for students learning at school – demonstrating their learning in diverse ways.
- Involvement of students participating in fundraising, volunteer activities, and community service projects.
- Continuing to develop skills to view and critically analyze from multiple perspectives.
- Understanding the impact of participation in social media.



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 | 72% |
| Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5. | BAS | 68% |
| 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 | 69% |
| Percentage of students with Individual Program Plans who are achieving their learning goals. | Dossier Data | 78% |

What does this data tell us is going well?

- The school-wide approach to PBIS has increased significantly.
- Continuing to increase the percentage of students performing math at or above grade level.
- Continuing to increase the percentage of students reading at or above grade level.

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

- Continuing targeted interventions and high-quality instruction in literacy and numeracy.
- Working to set achievable learning goals for students on Individual Program Plans and making these goals visible for parents.
- Continue to monitor attendance.



Alberta Education Assurance Measure Results

| Assurance Domain | Measure | H. Lorimer 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 | 85.3 | 86.6 | 86.6 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 84.0 | 90.8 | 87.3 | 80.3 | 81.4 | 82.3 | Very High | Maintained | 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 |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 92.2 | 94.2 | 95.1 | 88.1 | 89.0 | 89.7 | Very High | Declined | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 87.8 | 94.7 | 94.7 | 84.7 | 86.1 | 86.1 | n/a | Declined Significantly | n/a |
| | Access to Supports and Services | 72.0 | 82.8 | 82.8 | 80.6 | 81.6 | 81.6 | n/a | Declined Significantly | n/a |
| Governance | Parental Involvement | 76.9 | 74.7 | 76.9 | 79.1 | 78.8 | 80.3 | Intermediate | Maintained | Acceptable |

What does our data indicate is going well?

- Students, parents and teachers are satisfied that students model the characteristics of active citizenship.
- Teachers and parents are satisfied with parental involvement in decisions about their child’s education.
- Teachers, parents, and students are satisfied with the overall quality of basic education.
- Parents and students agree that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.

What does our data tell us could be improved on?

- Ensuring that parents and teachers feel that students have access to appropriate support and services at school.
- Clear communication with teachers on the process of accessing additional support for students.
- Working with our community to increase engagement on surveys to ensure feedback accurately reflects a wide variety of thoughts and opinions.
- Continuing to implement our PBIS Matrix to ensure the learning environment is welcoming, caring, respectful and safe for all.



Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How might we take the next steps in literacy and numeracy while using our assessment data to guide our instruction and improve student literacy and numeracy rates by 25% over the next 3 years?

School Goal 1: By June 2024, our literacy and numeracy assessment results will increase the number of students performing at or above grade level by 10%.

Data that informed this goal:

June 2023 BAS results indicated the following:

- Grade 1 71% at grade level or above
- Grade 2 66% at grade level or above
- Grade 3 59% at grade level or above
- Grade 4 60% at grade level or above
- Grade 5 88% at grade level or above

June 2023 Alberta Numeracy Screener results indicated the following:

- Grade 1 15% at risk
- Grade 2 28% at risk
- Grade 3 20% at risk

September 2022 MIPI results indicate the following:

- Grade 4 22% require attention
- Grade 5 36% requires attention

Connection to the practice guide(s):

Inclusive Education Practice Guide page 12: using a multi-tiered system of support for enrichment and interventions for the teaching and learning of literacy and numeracy; using data sources to guide instruction and decision making.

Instruction and Assessment Practice Guide: “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 (Page 10).” Teachers are responsible for meeting students’ needs with purposeful instructional design and assessment practices (pages 7-9).

Professional Learning Practice Guide pages 8, 18-19: – using the framework for the professional learning model to build capacity to guide critical work in teaching and learning; discover, define, develop and document best instructional practices and align assessments to optimize student learning.

Strategies:

- Grade teams will develop literacy and numeracy intervention plans, in conjunction with the lead literacy/numeracy teacher, based on data collected, to form groups to best meet the needs of

students by targeting specific skills. Each grade team is provided with approximately 1 hour of support 4 times a week.

- Teachers will implement common programming, language, and resources across grade levels.

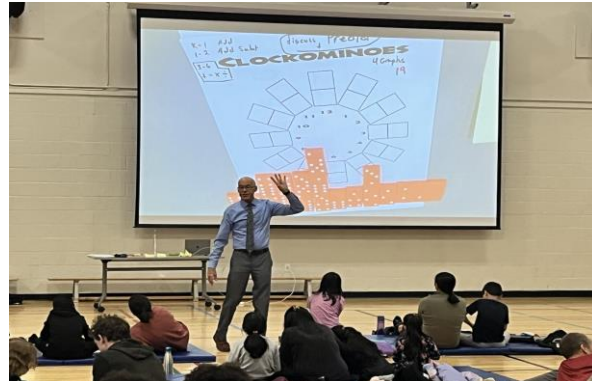
Measures:

- LeNs, CC3 and BAS data.
- Alberta Numeracy Screener and MIPI data.
- Monthly grade team meetings to discuss student progress and evaluate intervention groupings.
- (RVS) Students agree that they are literate and numerate.

Parents can:

- Ensure their child attends school on a regular basis.
- Read at home and play games with their child to enhance literacy and numeracy.
- Attend literacy and numeracy family nights offered at the school.

| Check-Ins | Progress and Analysis | Adjustments to Plan |
|--------------------|--|--|
| November 24 | <ul style="list-style-type: none"> • Discussed with staff during PL Day, November 20, 2023 • Students are notably stronger as we see the common programming and practices in early grades, based on data collected • Doing additional assessments as follow-up and using this to target interventions and progress monitoring | <ul style="list-style-type: none"> • No adjustments needed at this time |
| March 15 | <ul style="list-style-type: none"> • Discussed with staff during PL Day, March 11, 2024 • Learning specialists were helpful in providing resources and ideas in how to implement numeracy centers and programming with access for all learners | <ul style="list-style-type: none"> • No adjustments needed at this time |





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 take the next steps in building a community of resilient lifelong learners?

School Goal 1: By June 2024, the percentage of teachers and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning at our school increases by 10%.

Data that informed this goal:

- 2023 AEA results indicate that the percentage of teachers and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning:
- 55.2% of parents report satisfaction
- 94.6% of teachers report satisfaction
- 83.2% overall report satisfaction

Connection to the practice guide(s):

Inclusive Education Practice Guide page 10: focus on the importance of play in learning, brain development and executive functioning leading to factors (discovery, wonder, problem-solving, critical thinking, failure and resiliency) that have been identified as critical for life-long learning.

Instruction and Assessment Practice Guide page 5: focus on the importance of a growth mindset, perseverance and modeling that mistakes are part of the learning process. By believing that learning and skills are developed through hard work and dedication, a lasting love of learning and resilience is created.

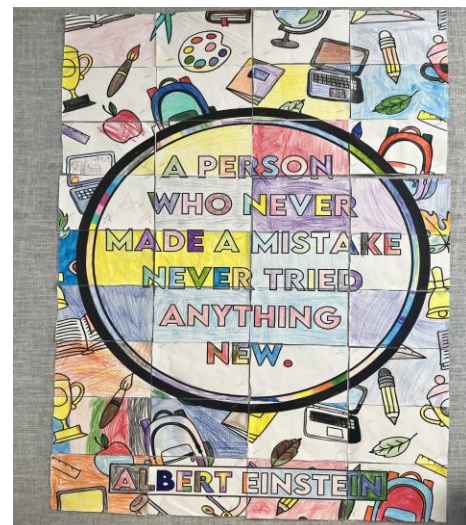
Professional Learning Practice Guide page 8: using the framework for the professional learning model to build capacity to guide critical work in teaching and learning.

Strategies:

- Working with Stepping-Stones, Community Links and school-based teams to lead programming for students to promote resiliency and mental health (Kimochis, Building Mental Wellness, Healthy Relationships, etc.).
- Continuing to develop new skills and experiences for students (Active living, in-school residencies, grade level field trips, Indigenous cultural experiences, etc.).
- Improve parent engagement in surveys through increased targeted communication and incentives.
- Teachers will provide targeted feedback on resiliency/life-long learning to parents through RTR, related to the health and wellness curriculum.

Measures:

| <ul style="list-style-type: none"> • (AEA) The percentage of teachers and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • (AEA) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • (RVS) The number of students that feel they can overcome obstacles. | | |
|--|---|---|
| <p>Parents can:</p> <ul style="list-style-type: none"> • Attend school events and activities. • Share their voice by attending school council meetings and participating in school, RVS and Alberta Education surveys. | | |
| Check-Ins | Progress and Analysis | Adjustments to Plan |
| <p>November 24</p> | <ul style="list-style-type: none"> • Discussed with staff during PL Day, November 20, 2023 • In Progress with outside programming such as Building Mental Wellness, Healthy Relationships • Grade level field trips and experiences are ongoing (Swimming, Inline skating, Clay for kids, Indigenous Storytelling, etc.) | <ul style="list-style-type: none"> • Added a strategy to increase parent engagement in surveys • Added a strategy for teachers to provide targeted feedback on resiliency/life-long learning to parents through RTR |
| <p>March 15</p> | <ul style="list-style-type: none"> • Discussed with staff during PL Day, March 11, 2024 • Mental wellness programs continue to be beneficial • Starting foundational skills in kindergarten | <ul style="list-style-type: none"> • No adjustments needed at this time |



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 take the next steps in creating a responsible, safe, and respectful learning environment for all?













| |
|---|
| <p>School Goal 1: We will increase our PBIS Tiered Fidelity Inventory (TFI) assessment by 10%.</p> |
| <p>Data that informed this goal:</p> <ul style="list-style-type: none"> • Current (2022/2023) TFI Assessment score of 87% • 2023 AEA survey: 87.8% of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe |
| <p>Connection to the practice guide(s):</p> <p>Inclusive Education Practice Guide page 13: focus on explicit and effective teaching of school-wide behavioral expectations to create a responsible, safe, and respectful learning environment for all.</p> <p>Instruction and Assessment Practice Guide page 4: focus on the relationship between staff and students. “It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. Each student is to be treated as an individual.” Purposeful learning for all students through instructional design (page 7).</p> <p>Professional Learning Practice Guide page 8: using the framework for the professional learning model to build capacity to guide critical work in teaching and learning.</p> |
| <p>Strategies:</p> <ul style="list-style-type: none"> • Forming a PBIS team (one teacher from each grade) to learn and co-create programming/lessons for the roll-out of the matrix to staff and students. • Engaging our school in PBIS assemblies using games, challenges, and recognition opportunities celebrating PBIS engagement. • Implementing classroom PBIS with support from divisional staff. • Share PBIS matrix and current focus on specific positive behaviours with families, through the monthly newsletter. |
| <p>Measures:</p> <ul style="list-style-type: none"> • (RVS) The number of students who make a positive difference in their school and community. • 2023/2024 TFI Assessment. • (AEA) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others and are treated fairly at school. |

- (AEA) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

Parents can:

- Reinforce the PBIS Matrix expectations at home – responsible, safe and respectful.
- Attend school events and activities.
- Attend school council.

| Check-Ins | Progress and Analysis | Adjustments to Plan |
|--------------------|---|--|
| November 24 | <ul style="list-style-type: none"> • Discussed with staff during PL Day, November 20, 2023 • 3 teachers have worked with divisional staff to create classroom matrices • PBIS committee has met together to continue building programming/planning assemblies | <ul style="list-style-type: none"> • Added strategy around communicating PBIS goals with families |
| March 15 | <ul style="list-style-type: none"> • Discussed with staff during PL Day, March 11, 2024 • Our assemblies are consistent with alignment of goals • Success with classroom PBIS – targeted needs met in the classroom • Having the school song and PBIS song played regularly | <ul style="list-style-type: none"> • No adjustments needed at this time |

| Responsible | Safe | Respectful |
|--|--|---|
| Leave no trace  | Move my body safely  | Use positive words  |
| Make good choices  | Show expected use of equipment  | Show whole body listening  |
| Be a problem solver  | Keep hands, feet, & objects to yourself  | Take care of materials & space  |
| Follow instructions  | Dress for the weather  | Take turns  |

School Council Review

Presentation of School Education Plan

School council comments:

- School council provided questions throughout the presentation. They support the school education plan and feel it will move the school in a positive direction for all learners.

Signatures indicate agreement with the plan

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

A handwritten signature in black ink, appearing to read "Jim Daird", written in a cursive style.

Principal signature on behalf of students and teachers of Heloise Lorimer School

A handwritten signature in blue ink, appearing to read "Craig Lewis", written in a cursive style.