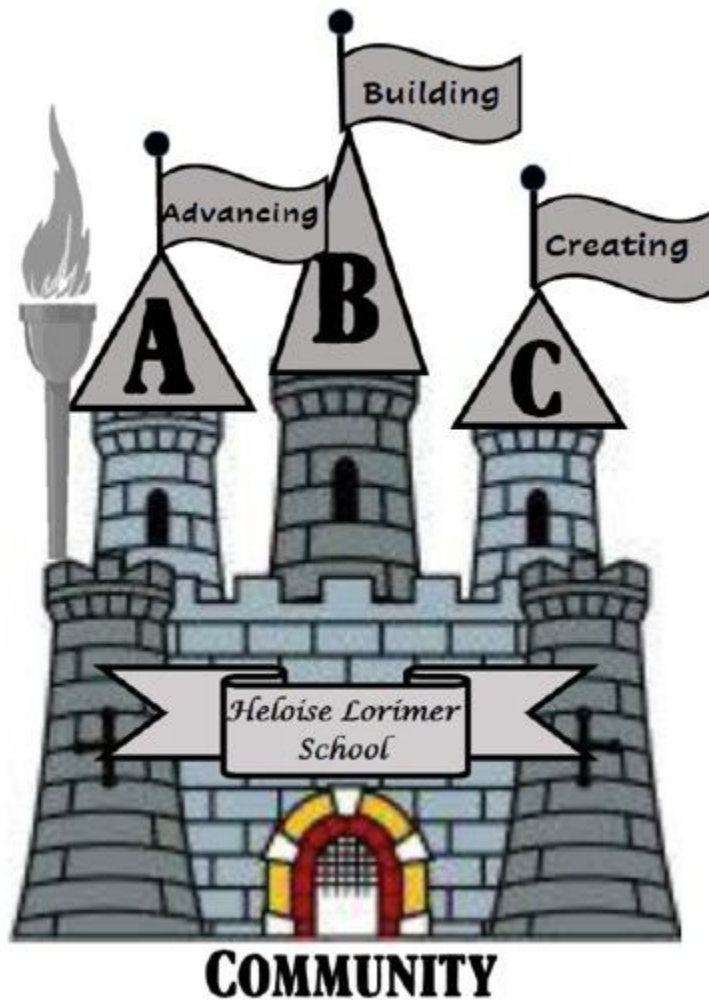




Heloise Lorimer School

# School Education Plan 2024/25



October, 2024



## Table of Contents

Administrators' Message.....	4
School Profile.....	5
Student Feedback from Spring 2024.....	6
Parent Feedback from Spring 2024.....	7
RVS Assurance Results.....	8
OurSCHOOL 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

***"You're braver than you believe, stronger than you seem, and smarter than you think." ~ AA Milne, Winnie-the-Pooh***

As we embark on a new chapter of learning, we are pleased to introduce our Heloise Lorimer School Education Plan, designed to support the academic, physical, social, and emotional growth of every student. Our vision is to inspire confidence and a sense of possibility in each child, helping them realize their full potential. A.A. Milne once said, *"You are braver than you believe, stronger than you seem, and smarter than you think."* This quote captures the spirit of our plan, which is rooted in the belief that every student has the potential to succeed, even beyond their own expectations. Our goal is to provide the tools, resources, and support to help them unlock that potential.

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, building the social/emotional well-being of all students, creating strong connections and a sense of belonging. We are committed to strengthening foundational literacy and numeracy skills through dynamic and evidence-based teaching strategies. By offering universal and targeted support, we want to ensure that all students gain confidence and ability in these critical areas. In today's fast-evolving world, it is essential to equip students with skills beyond academics. We will emphasize critical thinking, creativity, collaboration, and digital literacy. By providing real-world learning opportunities and fostering problem-solving abilities, we aim to prepare our students to navigate and succeed in a global society. We will continue to create an environment where every learner feels valued and supported. Every student deserves to learn in a welcoming and inclusive environment. We are committed to offering equitable access to resources and support to meet the diverse needs of our learners.

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 opportunities for all students. 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.

As we move forward, let us remind ourselves and our students of A.A. Milne's words. With the right guidance and support, students will come to see just how brave, strong, and smart they truly are. Together, we can ensure their success in school and beyond.

Thank you for your partnership and commitment to our students' future.



Terry Lewis (Principal)



Kathryn Smith (Assistant Principal)

## School Profile

**Principal:** Terry Lewis

**Assistant Principal(s):** Kathryn Smith

**Website:** <https://heloiselorimer.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/Purpose/Beliefs:** 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:** 743

**Grades Served:** Kindergarten to Grade 5

**Total Number of:**

- Classroom Teachers: 32
- Learning Support Teacher(s): 2
- Learning Assistant(s): 12
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Administration and office staff: 5
- Caretaking staff: 4

### School Diversity Profile

- As with all Rocky View Schools, Heloise Lorimer School reflects a rich and diverse learning community.
- Notably, four per cent of our students self-identify as Indigenous students.
- English as an Additional Language learners represent fifteen per cent of our school population. The most common first languages for these students are Punjabi.
- As an inclusive school, we welcome ten 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 2024

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

- There are positive relationships/connections between students and staff which make them feel comfortable and happy.
- School is a safe place – students appreciate a strong sense of belonging where the school fosters a supportive community.
- There is a balance between academic learning and personal well-being. Students mentioned enjoying subjects that challenged them but weren't too overwhelming.
- Technology access (like robots, Ipads, Chromebooks) is a positive experience for learning.
- Extra school events and celebrations such as active living days, assemblies, spirit days, and dances foster a school-wide culture.

### What do students think could be worked on or improved?

- All students need to follow the PBIS expectations to be responsible, safe and respectful of themselves, others, and property.
- More interactive and fun ways to learn, such as hands-on projects, games, field trips, or experiments that make school more exciting.
- Having more interactions with other students in the same grade and other grades would be beneficial.
- More playground structures added to the current one and more sports equipment, and just more time to play and explore during recess.
- More technology in the classroom to make learning feel fun.



## Parent Feedback from Spring 2024

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

- Parents enjoy feeling welcome and involved in their child's education through volunteer opportunities and events.
- Parents appreciate the variety of activities being offered at the school which help their children explore different interests.
- A supportive and approachable administration, who foster a positive school culture.
- Caring and dedicated teachers who are patient, nurturing, and genuinely interested in their children's growth. Teachers make learning fun and engaging for young students.
- There is a balanced approach that focuses on the whole child - school promotes not just academics, but also character education, emotional development, and social skills through programs that teach respect, kindness, and empathy.

### What do parents think could be worked on or improved?

- Parents would like to see more targeted academic support and interventions for students who are falling behind or have learning differences.
- More opportunities for physical activity throughout the day, including more frequent or longer recesses and increased PE classes, especially for those children who need body breaks to stay focused.
- Some parents of children with special needs feel that schools need more resources or more individualized support to meet their child's unique learning or behavioral challenges.
- Parents sometimes express concern about overcrowded classrooms, feeling that smaller class sizes would allow for more individual attention and better learning experiences for their children.
- Some parents feel the school could improve communication, whether it's providing more timely updates about their child's progress or more frequent parent-teacher interactions.



## RVS Assurance Results

	Data Source	Results as of Spring 2024
EICS Math Assessment grades 4-5.	ECIS Math Assessment 2024	Gr. 4 – 58% Gr. 5 – 78%
Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment Grade 1-3.	ANA	84%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	63%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3.	RVS Writing Assessment	56%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	67%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	70%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	65%

### What does this data tell us is going well?

- The percentage of students performing math at or above grade level on the Alberta Numeracy Assessment grades 1-3.
- Monitoring of attendance continues to be beneficial for overall development.

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

- Continued focus on PBIS implementation and incentives for recognition of expectations.
- Continued focus on literacy and numeracy skills to meet high expectations and learning outcomes tailored to individual capabilities and learning goals.
- Creating IPP goals that are achievable, so students experience more success.
- Writing expectations for all grades.





## 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.	72%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	69%
The average score for relevance, rigor and effective learning time.	7.3
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.	85%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.3
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	66%

### What does our data indicate is going well?

- Most students try hard to succeed in their learning.
- Most students believe that school will benefit them personally and economically and will have a strong bearing on their future.
- Most students have an awareness of other cultures.

### What does our data tell us could be improved on?

- Continued work on PBIS for classroom and school expectations are necessary.
- Teaching students about positive homework and studying behaviours.
- Focus on student positive self-regulation to control their emotions and behaviours.



# 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	<a href="#">Student Learning Engagement</a>	82.3	85.3	86.0	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	79.4	84.0	87.4	79.4	80.3	80.9	High	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.7	92.2	93.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.3	87.8	91.3	84.0	84.7	85.4	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	72.8	72.0	77.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	71.3	76.9	75.8	79.5	79.1	78.9	Low	Maintained	Issue

NOTE: 34 parents completed the survey in the spring of 2024

### What does our data indicate is going well?

- Teachers, parents, and students are satisfied with the overall quality of basic education.
- Teachers and parents are satisfied that students are engaged in their learning at school.
- Students are satisfied with the accessibility, effectiveness and efficiency of programs and services for them in their community.

### What does our data tell us could be improved on?

- All staff follow through with our PBIS expectations to ensure the learning environment is welcoming, caring, respectful and safe for all and students are modeling active citizenship.
- Encouraging students to take on leadership roles within the school to foster a stronger sense of responsibility and engagement.
- Increased opportunities for parents to be involved in the school community, whether through volunteering, participating in school governance, or providing input on key decisions.



## 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 2025, 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:**

Most recent 2024 BAS results indicated the following:

57% of grade 1 students meeting or exceeding expectations

77% of grade 2 students meeting or exceeding expectations

59% of grade 3 students meeting or exceeding expectations

64% of grade 4 students meeting or exceeding expectations

70% of grade 5 students meeting or exceeding expectations

September 2024 LeNS results indicated the following:

79% of grade 1 students Not at Risk

76% of grade 2 students Not at Risk

September 2024 CC3 results indicated the following:

76% of grade 2 students Not at Risk

76% of grade 3 students Not at Risk

September 2024 Alberta Numeracy Screener results indicated the following:

77% of grade 1 students Not at Risk

82% of grade 2 students Not at Risk

81% of grade 3 students Not at Risk

September 2024 EICS results indicated the following:

58% of grade 4 students may or do not require attention

78% of grade 5 students may or do not require 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. This includes using Heggerty and UFLI programming in grades kindergarten – grade 2, Words Their Way programming in grades 3 – 5, and Secret Stories schoolwide.
- Teachers to include numeracy activities during connection time and buddies
- Learning support and admin to increase focus on kindergarten and grade one literacy/numeracy to build foundational skills.
- Targeted professional learning for staff, such as learning for staff on “Robust and Explicit Vocabulary Instruction in the Classroom”.

**Measures:**

- LeNs, CC3 and BAS data.
- Alberta Numeracy Screener and EICS data.
- Monthly grade team meetings to discuss student progress and evaluate intervention groupings.

**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.
- Reinforce common literacy and numeracy language at home.
- Stay up to date with teacher communication and feedback in PowerSchool.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Discussed with staff during PL Day, December 2, 2024</li> <li>• Doing additional assessments as follow up and using this to target interventions and progress monitoring</li> <li>• Continued use of data to identify common skills needed for intervention across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Added a strategy to increase focus on kindergarten and grade one literacy/numeracy to build foundational skills</li> <li>• Added a strategy to include numeracy during connection time and buddies</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## 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 active citizens who are engaged in their learning?

**School Goal 1:** By June 2025, the percentage of parents, teachers and students who agree that students are engaged in their learning and demonstrate active citizenship will increase by 10%.

#### Data that informed this goal:

2024 AEA results indicate that the percentage of teachers and students who are satisfied that students model the characteristics of active citizenship:

- 79.3% of teachers report satisfaction
- 84.3% of students report satisfaction

2024 AEA results indicate that the percentage of students who agree that students are engaged in their learning at school:

- 65.6% of students report satisfaction

2024 OurSCHOOL results indicate that the percentage of students who are interested and motivated in their learning:

- 61% of students; 63% of girls, 60% of boys.

2024 OurSCHOOL results indicate that the percentage of students who try hard to succeed in their learning:

- 83% of students; 82% of girls, 84% of boys.

#### 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, Kelso’s Choice, Healthy Relationships, etc.).
- Continue to develop new skills and experiences for students (Active living, in-school residencies, grade level field trips, Indigenous cultural experiences, etc.).
- Continue to provide leadership roles for students (morning announcements, reading buddies, recycling, lunch leaders, etc.)

**Measures:**

- (AEA) The percentage of teachers and students who are satisfied that students model the characteristics of active citizenship.
- (AEA) The percentage of students who agree that students are engaged in their learning at school.
- (OurSCHOOL) The percentage of students who try hard to succeed in their learning.
- (OurSCHOOL) The percentage of students who are interested and motivated in their learning.

**Parents can:**

- Communicate with the teachers to stay informed about their students' academic progress and any areas where additional support is needed.
- Participate in school events and activities
- Encourage conversations about how their students can use their knowledge and skills to contribute positively to society.
- Share their voice by attending school council meetings and participating in school and surveys

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Discussed with staff during PL Day, December 2, 2024</li> <li>• Grade level field trips and experiences are ongoing (swimming, inline skating, skiing, Clay for Kids, Indigenous drumming/storytelling)</li> </ul>	<ul style="list-style-type: none"> <li>• No adjustments needed at this time</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## 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><b>School Goal 1:</b> We will increase our PBIS Tiered Fidelity Inventory (TFI) assessment by 10%.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Current (2023/2024) TFI Assessment scores:             <ul style="list-style-type: none"> <li>○ Tier 1 – 67%</li> <li>○ Tier 2 – 54%</li> <li>○ Tier 3 – 68%</li> </ul> </li> <li>• 2024 AEA survey: overall 87.3% of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</li> </ul>
<p><b>Connection to the practice guide(s):</b></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><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Forming a PBIS team (one teacher from each grade) to learn and co-create programming/lessons for continuing teaching and applying of the PBIS expectations for staff and students.</li> <li>• Engaging our school in PBIS assemblies using games, challenges, and recognition opportunities celebrating PBIS engagement.</li> <li>• Implementing classroom PBIS with support from divisional staff.</li> <li>• Share PBIS matrix and current focus on specific positive behaviours with families, through the monthly newsletter.</li> <li>• Using Behaviour Data Tracking information to inform school focus during assemblies and the creation of school-wide expectations while on the playground and playing soccer.</li> </ul>

**Measures:**

- (RVS) 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.
- Attending school events and activities.
- Attend school council.

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• Discussed with staff during PL Day, December 2, 2024</li> <li>• Co-creating school-wide expectations with students for recess soccer/playground</li> </ul>	<ul style="list-style-type: none"> <li>• Added a strategy related to the use of Behaviour Data Tracking to create school-wide common expectations</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<u>Responsible</u>	<u>Safe</u>	<u>Respectful</u>
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 - October 9, 2024

### School council comments:

- School council provided questions throughout the presentation specifically about the data from the variety of surveys and assessments.
- The school goals are on target and that it is important to continue with the same or create new goals from year to year in order to make progress.
- They expressed support that the school education plan emphasizes the overall development of children, including academic growth, social skills, emotional well-being, and the extracurricular activities being offered.
- They liked that the school education plan balances academic success, student well-being, and community engagement, while being practical and achievable.

*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 "Cory Lewis", written in a cursive style.