

**Annual Education Results Report  
2017 - 2018  
Three Year Educational Plan  
2018 - 2021  
École Rocky Elementary School  
Dare to Discover – Le monde à découvrir**



*Ecole Rocky Elementary School  
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# **Ecole Rocky Elementary School**

## *Dare to Discover - Le monde à découvrir*

### ***Our Mission...***

École Rocky Elementary School is a powerful, dual track, collaborative learning environment that supports the well being and individual growth of all students and staff.

### ***Our Vision...***

Operating as a Community of Practice, École Rocky Elementary School provides an exemplary learning environment that is respectful and purposeful, and where every student demonstrates continuous improvement and achievement.

### **Our Values and Beliefs...**

**We are committed to:**

- **Maintaining a healthy, positive, safe, supportive and respectful learning environment.**
- **Preserving the dignity and nurturing a sense of purpose and optimism in each student.**
- **Modeling the skills and attitudes necessary to solve problems, manage conflict, and demonstrate compassion and forgiveness.**
- **Realizing high standards in student achievement through quality programming and instruction, and the innovative implementation of technology.**
- **Challenging students to take risks and to become confident, resourceful, disciplined and self-motivated learners.**
- **Working to meet the unique needs of each student through inclusion and differentiation. Student learning should be active, interactive and appropriate to the individual.**
- **Providing choices in education through the continuing support and development of our French Immersion Program.**

**Revised by the Staff of École Rocky Elementary School - Fall 2018**

## Overview:

École Rocky Elementary is a K-5 school located in Rocky Mountain House. We are a dual track school with approximately one third of our 300 students in French Immersion. We serve families living in the Town as well as the surrounding County – over half of our students are bused in each day. We are proud to be recognized as a peaceable school – our Peace Education Program has been recognized and modeled across the province. The Program’s founder continues to direct the program as she has for the past thirty-five years. She has been recognized at the provincial, federal and international level for her work as a peace educator.

We take pride in the fact that we:

- Reflect best practices for instruction and assessment
- Provide a safe, caring and inclusive school
- Increase the foundational knowledge of, and celebrate, FNMI cultures
- Focus on literacy, numeracy and wellness
- Provide and use the latest technology in our instruction
- Recognize and accommodate individual differences, interests and abilities
- Provide equity and access for all our students
- Continue growing and learning within a community of practice model

## Results Report:

### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Ecole Rocky 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
Safe and Caring Schools	Safe and Caring	90.0	90.6	89.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.8	85.9	87.9	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	96.3	89.1	91.4	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	79.7	75.0	79.8	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	89.3	83.8	83.1	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	88.2	77.8	78.7	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.4	81.1	85.7	80.3	81.4	80.7	Very High	Maintained	Excellent

**Measure Evaluation Reference**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

# Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.3	82.7	82.9	83.8	89.3		Very High	Improved	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	52.0	87.3	77.1	75.0	79.7		High	Maintained	Good			

**Comment on Results**

The percentage of teachers, students and parents satisfied that our students model the characteristics of active citizenship has improved by 5.5% from the previous year and is now Excellent.

There has been a 4.7% increase in the percentage of stakeholders who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school over the previous year.

**Strategies**

Our school encourages active citizenship through the Student Leadership Team, Peace Education, We Day, mock elections, the Green Machine (recycling), student engagement in fundraising efforts to support numerous local, national and international charities.

Our school maintains a focus of preparing students for the world of work through career presentations, resume writing, creating volunteer jobs within the school, etc.

We make a focused effort to educate our parent community as to how the skills we instill at the primary level do directly correlate to the skills young adults will need when they enter the workforce.

## Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.0	88.8	88.8	90.6	90.0		Very High	Maintained	Excellent			

### Comment on Results

The percentage of stakeholders satisfied that our school provides a safe and caring learning environment remains Excellent, decreasing by only 0.6% from the previous year.

### Strategies

Weekly social skills training through our Peace Education program is being maintained. Roots of Empathy programming is delivered to all grade two students. Conflict management training is implemented at the grade 5 level.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.9	91.3	86.5	85.9	83.8		Very High	Maintained	Excellent			

### Comment on Results

The percentage of stakeholders satisfied that students are receiving a broad program of studies remains Excellent at 83.8%, declining 2.1% from the previous year.

### Strategies

We have Music and Phys Ed specialists employed at the school. Vocal and chime choirs extend the music program beyond the school day.

All student participate in off-site swimming and skating programs each year.

We have introduced an extra-curricular Drama program which provides interested students with further opportunities to explore the fine arts.



# Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.0	91.8	84.1	81.1	83.4		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.4	86.0	72.4	77.8	88.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.3	94.7	90.2	89.1	96.3		Very High	Improved	Excellent			

**Comment on Results**

Satisfaction with this school and other schools in the jurisdiction increased by 2.3% from the previous year, but remains Excellent.

Satisfaction with parental involvement in decision making about their child’s education increased by 10.4% from the previous year. This is an increase of 15.8% over the last two years. We are proud of these ongoing excellent results.

Satisfaction with the overall quality of basic education improved by 7.2% from the previous year, and remains Excellent.

**Strategies**

Parental involvement in decision making about their child’s education is encouraged through monthly School Council meetings and through twice yearly Umbrella School Council meetings organized at a divisional level.

Professional development occurs at weekly embedded COP (Community of Practice) times and at monthly PD opportunities. The school works together to improve pedagogy through our whole school learning sequence which combines Smart Learning and Inquiry methodologies.

● **Objectives for the 2017 -2018 School Year**

Goal 1: implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.

Strategies:

- Mindfulness in the Classroom training
- Peace Education training
- Peace Zone creation and Leadership team training
- Roots of Empathy training
- Family Wellness Program
- CRM collaboration at weekly grade level COP meetings
- Weekly PPT meetings include the identification and prioritization of students at risk

Goal 2: implement **pedagogy** that promotes student understanding of the link between lesson activities and the intended learning outcomes in all curricula.

Strategies:

- LLI training and support (balanced literacy and guided reading)
- Math benchmarks (MIPI and EYE ECS tool) implementation, training and support
- Fountas and Pinnell training and support
- J B Plus training and support
- Smart Learning and Inquiry Based learning training and support
- Diagnostic Spelling

Goal 3: establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.

Strategies:

- Continued implementation of weekly grade level COP time with a focus on collaborative CRM
- Weekly Core team PPT meetings and Individual Student focused PPT meetings as required

Goal 4: implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.

Strategies:

- Full staff participation in the Division sponsored FNMI training day at the Rocky Historic Site
- Traditional aboriginal teachings as part of Orange Shirt Day – Mona Medin
- Full staff participation in the Blanket Exercise (ATA Sponsored FNMI training)
- Participation in Aboriginal Day celebrations (RNFC)

Goal 5: implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

Strategies:

- Continued imbedded weekly grade level PLC time for collaborative professional development
- LLI training and support (balanced literacy and guided reading)
- Math benchmarks (MIPI and EYE ECS tool) implementation, training and support
- Fountas and Pinnell training and support
- GB Plus training and support
- Smart Learning and Inquiry based learning training and support

**2017-18 Results Report**

Goal 1: Continue to foster and develop shared positive school culture with quality learning opportunities on the basis of collaboration with students, staff, and community.

Questions of Inquiry:

How can a shared vision of Collaborative Response Model build positive school intervention and student growth? How can this be developed organically working with staff to plan for student intervention?

How can a whole school learning sequence – “Community” - build positive school culture?

How can a focus on FNMI awareness, history and reconciliation foster a positive and inclusive school culture?

Sub Goal	Strategies	Resources	Reflections
<p><b>Sub Goal 1.1</b> Build literacy and numeracy instructional capacity in our school by sharing research on literacy and numeracy practices that best engage students and increase their learning.</p>	<ul style="list-style-type: none"> <li>-Weekly Community of Practice (COP) time with grade level teacher teams will embed time for CRM as well as time to collaborate, share literacy research, benchmark assessments and facilitate learning rounds. Collaborate with other school principals and teachers to develop PD for staff in the areas of literacy &amp; numeracy.</li> <li>-The VP and SSF, our Literacy Champions, will collaborate with the Principal to form the school’s literacy team. The school literacy team will develop a school literacy strategy with the support of WRSD Literacy Coordinator</li> <li>-Literacy team will attend Literacy Summit in Calgary</li> <li>-Weekly embedded core PPT meetings with FWW, SSF and admin. Targeted PPT meeting time with teachers, EAs, and families as required. Weekly COP (Community of Practice) time to share strategies that will help struggling learners.</li> </ul>	<ul style="list-style-type: none"> <li>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. Edmonton Public MIPI, Diagnostic Spelling Data</li> </ul>	<p>Found that the benchmarks helped guide instruction for students. Staff worked on flexible groupings and throughout the year. As a result of Literacy Summit - the Blitz, Tim Razinski’s Fluency work and Margo Southall’s work was introduced and utilized. Review Fountas and Pinnell assessments to maintain consistency and validity. Move to one assessment (Fountas and Pinnell rather than have PM and Fand P).</p>

<p><b>Sub Goal 1:2</b> Continue to develop a collaborative response with teachers to support struggling learners.</p> <p><b>Sub Goal 1:3 -</b> Promote shared leadership, effective teamwork and quality instruction and celebrate school learning.</p>	<p>Collaborate with other schools to develop PD for staff in the areas of literacy and numeracy.</p> <p>-Weekly Community of Practice sharing literacy ideas and intervention strategies. Balanced Literacy/Smart Learning/Project Based Learning/Peaceable Schools Strategies -School celebration of learning in May during Education Week. Organizing Sharing and performance of School Community Learning Team to attend Joyful Literacy Conference</p>	<p>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. Edmonton Public MIPI, Diagnostic Spelling Data - review attendance data <a href="#">-ERE CRM Planning Page</a></p> <p>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. Edmonton Public MIPI, Diagnostic Spelling Data, Peaceable Schools Materials for each grade level.</p> <p>Slides presentation making connections to Balanced Literacy, LLI, Smart Learning</p>	<p>Color coded MIPI Chart resulted in a move toward Guided Math</p> <p>-Develop and maintain Pyramids of Intervention - Review of data from benchmarks and strategies to implement.</p> <p>Literacy and Numeracy Benchmarks</p> <p>Community Fair during Education Week - Sharing Learning - results from Accountability Surveys.</p> <p>Share during PD Nov. 26th</p>
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***Indicators of Success:***

School Accountability Surveys, Feedback from Students, Parents and Staff, Benchmark indicators

***Reflection on Indicators of Success:***

***September***

- Organized successful Grandparents day promoting Community and literacy. Involving parent volunteers. Students shared in the process of community building by growing and harvesting produce for a shared soup. Students reflected on what Community means to them and ways to contribute to community. More than three hundred guests, staff students shared soup, a story and thinking about community. They used Smart Learning AB partner talk and making connections to activate prior knowledge.
- Organized and participated in Orange Shirt Day to educate students and staff on residential school history and the impacts of multi-generational trauma.
- Blanket Exercise - Reconciliation and Relationship Building. Principal co-facilitated the exercise with Crystal Clark. Staff feedback was extremely positive, many saying the exercise opened their eyes for the first time to Canadian history from an aboriginal perspective.
- Reviewed data collection during COP times with staff - benchmark - reading record review and MIPI materials. During PD review benchmark assessments, reading behaviors to determine student needs and plan for intervention strategies CRM. [website](#) ERE [Draft](#)
- September 29th - [PD](#)

***October***

- Participated in Divisional Literacy Day
- Literacy Champions attended Literacy Summit in Calgary
- October 20th - [Literacy and CRM Focus](#)
- Pyramid of Interventions work in COP groups
- PGP reviewed in COP meeting time

***November***

- Organized FNMI session on Education for Reconciliation for staff. PD Day [Literacy/Reconciliation](#) Learning Sequence Planning - Joyful Literacy Conference - Calgary - Shared with staff during COP and PD Day.
- Shared Accountability Pillar with Parent Council - positive outlook - Nov. 22nd

**2018-2021 Three Year Education Plan**

**The following three priorities have been collaboratively developed to grow staff and students in Wild Rose School Division.**

- 1. Well-being** - WRSD is committed to fostering a culture that respects diversity and promotes wellness
- 2. Learning** - WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever changing society
- 3. Leading** - WRSD is committed to developing a culture of strong leadership capacity

Goal 1: Continue to foster and develop shared positive school culture with quality learning opportunities on the basis of collaboration with students, staff, and community.

Questions of Inquiry:

How can a shared vision of Collaborative Response Model build positive school intervention and student growth?

How can this be developed organically working with staff to plan for student intervention?

How can a whole school learning sequence build positive school culture?

How can a focus on FNMI awareness, history and reconciliation foster a positive and inclusive school culture?

Sub Goal	Strategies	Resources	Reflections
<p><b>Sub Goal 1.1 Well being</b> - Build positive relationships with students, families and staff. Focus on Healthy Mind and Body with a develop a strong sense of belonging in our school culture.</p>	<p>-Breakfast Program, Grandparents Day, Assemblies that celebrate students and volunteers. Peace Garden, Green Machine, Leadership Team, We Day, Food Bank, Operation Christmas Child, Jump Rope for Heart, Terry Fox Run, Cross Country Run, Collaborative Track Meet, Intramural Program, Peaceable Schools Program, Orange Shirt Day, Aboriginal Day, Peace</p>	<p>Lori Allen, FWW, SSF, Volunteers, Rocky Native Friendship Centre, Staff Members, Community Groups, Lochearn School, West Central School</p>	

<p><b><i>Sub Goal 1.2 Learning</i></b> - Build literacy and numeracy instructional capacity in our school by sharing research on literacy and numeracy practices that best engage students and increase their learning.</p>	<p>Day, other spirit days. Volunteer Tea, Roots of Empathy</p> <p>-Weekly Community of Practice (COP) time with grade level teacher teams will embed time for CRM as well as time to collaborate, share literacy research, benchmark assessments and facilitate learning rounds. Collaborate with other school principals and teachers to develop PD for staff in the areas of literacy &amp; numeracy.</p> <p>-Penni and Cristy Whelan , our Literacy Champions, will collaborate with Bill to form the school's literacy team..</p> <p>-Attend Literacy Summit in Calgary</p> <p>-Weekly embedded core PPT meetings with FWW, SSF and admin. PPT meeting time with teachers, EAs, and families as required.</p> <p>Weekly COP time to share strategies that will help struggling learners. Collaborate with other schools to develop PD for staff in the areas of literacy and numeracy.</p>	<p>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. Edmonton Public MIPI, Diagnostic Spelling Data</p> <p>Explore Math - Guided Math and Running Records for Math</p> <p>K-1 Miriam Trehearne</p>	
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<p><b>Sub Goal 1:3 Learning and Well-being</b> Continue to develop a collaborative response with teachers to support struggling learners.</p> <p><b>Sub Goal 1:4 - Leadership</b> Promote shared leadership, effective teamwork and quality instruction and celebrate school learning.</p>	<p>-Weekly Community of Practice sharing literacy ideas and intervention strategies. Balanced Literacy/Smart Learning/Project Based Learning/Peaceable Schools Strategies</p> <p>-Support Groupings through strategy demonstrations and take reading groups as needed.</p> <p>- Other School Divisions taking part in Learning Rounds at our School.</p> <p>- All staff sharing strategies.</p> <p>-School celebration of learning in May during Education Week.</p> <p>Organizing Sharing and performance of School Community Learning</p>	<p>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. Edmonton Public MIPI, Diagnostic Spelling Data</p> <p>- review attendance data</p> <p><a href="#">-ERE CRM Planning Page</a></p> <p>K-1 Miriam Trehearne</p> <p>-Fountas and Pinnell website, Balanced Literacy materials. School benchmarks. MIPI, Diagnostic Spelling Data, Peaceable Schools Materials for each grade level.</p> <p>Slides presentation making connections to Balanced Literacy, LLI, Smart Learning, K-1 Miriam Trehearne</p>	
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**Indicators of Success:**

School Accountability Surveys, Feedback from Students, Parents and Staff, Benchmark indicators

**Reflection on Indicator of Success:**

**September**

- Organized successful Grandparents day promoting Community and literacy. Involving parent volunteers. Students shared in the process of community building by growing and harvesting produce for a shared soup. Students reflected on the meaning and importance of kindness. More than seven hundred guests, staff and students shared soup, a story and thinking about acts of kindness. They used Smart Learning AB partner talk and making connections to activate prior knowledge.
- September 26th PD Day (SPED, CRM, and Whole School Sequence focus)

**October**



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- Orange Shirt Day - Mona Medin storytelling for Pre-K to Grade 5 Honoring First Nations and Aboriginal People.
  - October 18th PD Day (FNMI focus, Smart Learning sequence)
  - CARC - Math Running Records and Guided Math.

***Outstanding Leadership Reference:***

**Shared Vision of Outstanding Leadership**

A commitment to interdependent relationships whereby all members of the school community continually learn with and from each other.

A strong sense of individual and collective staff efficacy and responsibility with regard to student learning

We promote and provide opportunities for distributed leadership among members of the school community.

**Principal Quality Practice**

***1. Leadership Dimension - Fostering Effective Relationships***

The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community -- students, teachers and other staff, parents, school council and others who have an interest in the school..

***2. Leadership Dimension - Leading a Learning Community***

The principal nurtures and sustains a school culture that values and supports learning.

***3. Leadership Dimension - Developing and Facilitating Leadership***

The principal promotes the development of leadership capacity within the school community -- students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

***4. Leadership Dimension - Providing Instructional Leadership***

The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

[Literacy Action Plan](#)



## ERE 2018-2019 Professional Learning Plan

As ERE has embedded COP (Community of Practice) / CRM time in teacher timetables, it will allow for additional professional learning time on non-instructional days.. The majority of the non-instructional days will still include some time for staff to work through the Collaborative Response Model (CRM) for their students.

The Collaborative Response Model is a comprehensive school framework focused on three essential components: collaborative team meetings, assessments & response to intervention. The goal of this model is to help school staff meet the individual needs of all students. This [video](#) explains the CRM model in greater detail.

August 29	These 3 days will be a combination of transition planning, teacher growth plan time, Collaborative Response Model planning, school based professional learning and time for organizational tasks and meetings.
August 30	
August 31 ( <b>CAAMSE</b> )	
September 24 ( <b>CAAMSE</b> )	<p>CRM / School Based</p> <p>Sign Up Sheets 2018-2019</p> <ul style="list-style-type: none"> <li>- SPED process, our "big rock" kids and what everyone should know about meeting their needs</li> <li>- upcoming TEACCH training and a brief overview <a href="https://teacch.com/trainings/online-learning-opportunities/">https://teacch.com/trainings/online-learning-opportunities/</a></li> <li>- <a href="https://www.autismspeaks.ca/">https://www.autismspeaks.ca/</a></li> <li>- 2018- 2019 ERE Literacy Goals</li> <li>- Terry Fox Run planning</li> <li>- Grandparents Day planning</li> <li>- Orange Shirt Day planning</li> </ul> <ul style="list-style-type: none"> <li>- EAs can work on their own PGPs and sub plans, review the Red Binders, TEACCH online, collaborate with past EAs of allocated students.</li> <li>- Fresh Grade</li> <li>- COP teams to develop this year's whole school sequence - Kindness - with "Extra Yarn" as the anchor text, create/update their grade level CRM charts, discuss reading groups, and develop their collaborative</li> </ul>



November 23 <b>(CAAMSE)</b>	CRM / School Based PD/Jodi Carrington South <b>(PUF PD)</b>
February 1 <b>(CAAMSE)</b>	CRM / School Based PD - Trauma / TEACCH
March 1	CRM / School Based PD (AM K-2 Teachers, PM 3-4 Teachers with DO staff to work on new curriculum ) - Trauma / TEACCH
March 14 & 15	<a href="#">South Teachers' Convention (ATA)</a>
April 12 <b>(CAAMSE)</b>	CRM / School Based PD/Jodi Carrington North <b>(PUF PD)</b>
May 3	<p>CRM / School Based PD - <b>Braiding Indigenous Stories Through Our History: Collective Memories of Forced Assimilation</b></p> <p>Participants will engage in an exploration of historical implications of forced assimilation within Canada through storytelling. Perspectives of First Nations, Métis, Inuit and the Crown are woven throughout this participatory workshop, providing a deeper understanding of the impacts of policies and legislations and are contrasted with examples of resiliency. Participants will gain a better understanding of historical and contemporary realities of First Nations, Métis, and Inuit and learn about initiatives that contribute towards reconciliation.</p>
June 7 <b>(CAAMSE)</b>	CRM / School Based Day PD / Transition Meetings
June 27	K-9 Only - School Based PD / Transition Meetings
June 28	Organizational Day

\*\* Teacher Growth Plan time will be given during school-based PD days.

\*\* Finance AS IIs will have PD on March 8, 2019