



**RancheView School**



March 2024

## 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.....	14
Creating inclusive, engaging, healthy learning opportunities for all students.....	16
School Council Review .....	18

# 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

The educational journey of our students at RancheView School reflects our commitment to student joy, engaged learning, future pathways, and core academics. Collaboration between our committed staff and engaged community members to create a learning environment that ignites curiosity, inspires wonder, and empowers every learner to realize their full potential. We remain steadfast in our mission to nurture the whole child—addressing their physical, emotional, social, and intellectual needs.

Last year we started a standardized literacy and numeracy assessment schedule across all grades. We reviewed the data from Alberta Education and RVS surveys alongside this schedule to inform instruction, engage learners and adhere to inclusive practices. We are grateful for teaching and learning we have gained as we build relationships with Indigenous Peoples and the Land.

In alignment with RockyView Schools' Four-Year Plan, 'Focus on the Future', this academic year we have placed an emphasis on the development and assessment of literacy skills. Literacy is the cornerstone of education, opening doors to a world of knowledge and opportunities. By focusing on literacy, we aim to equip our students with the essential tools to become critical thinkers, communicators, and lifelong reading and writing learners. We will continue our efforts in Numeracy and review data to inform instructional design.

We are also strongly committed to nurturing student well-being. A positive and supportive environment is essential for students to thrive, not only academically but also socially and emotionally. We will prioritize the well-being of our students, ensuring that their physical, emotional, and social needs are met. By fostering a sense of security, we empower our students to explore, grow, and become resilient citizens. Building a sense of belonging for all students is vital, as it fosters a supportive and inclusive atmosphere where everyone feels valued and appreciated. Through student well-being and belonging we will expand student and community citizenship.

In addition to literacy and citizenship, we are committed to implementing positive behaviour intervention strategies as an integral component of our educational plan. We believe in nurturing responsible, compassionate, and empathetic citizens who are not only knowledgeable but also aware of their responsibilities in our global community. Positive behavior intervention strategies guide our students towards becoming kind, safe and respectful citizens in our school community.

As we embark on this journey, we invite every member of the RancheView School community to join hands and actively participate in our vision. Parents are invited to volunteer, take an active role in literacy at home, continue to enforce daily attendance, and engage in effective communication with school. Together, we can create an educational experience that instills a lifelong love for learning, compassion for others, and a strong sense of belonging.

We are excited about the new year ahead, informed by data, intentionally designing instruction, committing to student well-being, and implementing positive behaviour intervention strategies. We are once again honored to be a part of the RancheView School's learning community, working alongside families and community members. RancheView is a fun, engaging, and compassionate school and we are so grateful to be a part of it.

Kind Regards 

Lynette LePan-Smith and Cody Kempster

## School Profile

<p><b>Principal:</b> Lynette LePan-Smith  <b>Assistant Principal(s):</b> Cody Kempster  <b>Website:</b> www.rancheview.rockyview.ab.ca</p>	<p><b>Mission/Vision:</b>                  We believe that we can make a difference in our world.                  We inspire each other, we find inspiration within, and we are open to being inspired!                  We learn about leadership and the environment.                  We respond to the individual needs of all learners by ensuring that learning is personalized and is relevant to our interests and our needs.                  We Lead ... regardless of our age, we are leaders!</p>
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**Total Number of Students:** 671

**Grades Served:** Pre-K-8

**Total Number of:**

- Classroom Teachers: 32
- Learning Support Teacher(s): 3
- Learning Assistant(s): 7
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 5

### School Diversity Profile

As with all Rocky View Schools, RancheView reflects a rich and diverse learning community.

As an inclusive school, we welcome five per cent of our students who have significant learning needs.

Additionally, our school offers RockyView Schools Divisional Pre-Kindergarten program, a robust beginner (grade 6) and senior (grade 7/8) Symphony Band program, grade 6 Volleyball, Basketball & Soccer teams, and a full program in grade 7/8 of Jr. A & B Volleyball, Basketball, Badminton & Track & Field teams. Our students start Career & Technology Foundations in grade 6 with a robust compliment of course selection such as Woodworking, Foods, Pottery, Robotics, and Audio/Visual Design. Our school is fortunate to have peer mentors who work through Buddy Grade teams as well as the Big Brother, Big Sister, and Cochrane Grandparent programs.



## Student Feedback from Spring 2023

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

- Meet new people
- Teachers
- Everyone is nice, care for you
- Field Trips
- Zen Den (regulation room)
- Learning
- Library
- Physical Education
- Feel safe
- Technology
- Breakfast club
- Variety in CTF choices
- Access to gym during recess
- Canteen
- Indoor choices for recess

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

- More fun activities during breaks
- Go outside more
- More science explosions
- More challenging work
- More days in school
- students are hands on with each other while playing
- understanding and addressing conflict
- peers not being nice to each other

## Parent Feedback from Spring 2023

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

- Teachers – friendly, caring, professional, creative, happy
- Breakfast club
- Crossing Guard
- Inclusion
- Communication with parents
- Engaging students
- Social connections for students
- CTF choices for grades 6-8

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

- Learning Commons
- Outside Recess
- Stricter discipline
- More focus on reading and math
- Volunteer opportunities
- More Outdoor learning
- Communication
- Supporting student mental health

## RVS Four-Year Plan Survey Results

### What does the survey indicate is going well?

- We are providing opportunity for students to learn about diversity and world views.
- Students engage in real-world, hands-on learning experiences and feel that this voice matters.

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

- Increased support and guidance regarding the development and application of intervention strategies to support literacy and numeracy development.
- Development of a scope and sequence for numeracy outcomes and teaching strategies to increase confidence with numeracy.
- More consistently apply numeracy concepts to solve real-life problems



## 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 – 9.	MIPI	58%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	35%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	17%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	52.1%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	92%

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

- Students, families, teachers, and learning support staff are working together to program well for those students on IPPs. Goals are thoughtfully made to be achievable.
- Strong base to support PBIS; solid core values with staff and students

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

- Literacy
- Fidelity and familiarity of the BAS

## Alberta Education Assurance Measure Results

Assurance Domain	Measure	RancheView 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>	80.0	77.6	77.6	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	69.8	73.3	70.2	80.3	81.4	82.3	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	58.1	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	6.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	84.7	84.6	81.7	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	78.0	81.2	81.2	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	66.2	69.3	69.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	65.0	72.2	73.7	79.1	78.8	80.3	Very Low	Declined	Concern

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

- Quality teaching and leading in our school are resulting in optimal learning experiences for students.
- We support diversity and student belonging in a way that makes students feel safe, cared for and respected.

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

- We need to define the multiple way parents may be involved in school.
- We need to provide opportunities to engage and empower our parent community.
- We need to provide more meaningful opportunities to engage students in learning activities that support the development of citizenship.

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

### How Might We:

Improve student literacy and numeracy rates.

<p><b>School Goal 1:</b></p> <p>We will increase by 10% the overall number of students reading at or above grade level in grades 1-8.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Benchmark Assessment System (BAS) results</li> <li>• Alberta Education LeNS Assessment results</li> <li>• Alberta Education CC3 Assessment results</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education Practice Guide (p.12): ‘A Multi-Tiered System of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem- solving and decision making is practiced across the universal, targeted, and intensive tiers for supporting all students.’</li> <li>• Instruction &amp; Assessment Practice Guide (p.7): ‘Students learn through purposeful instructional design.’</li> <li>• Professional Learning Guide (p.9): ‘Learning Designs: Integrates theories, research, and models of human learning to achieve its intended outcomes.’</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teachers will examine reading data a minimum of twice throughout the year in a Collaborative Support and Response to Intervention model.</li> <li>• Elementary teachers will implement instructional strategies in accordance with principles from our Literacy Framework.</li> <li>• Middle School teachers will implement instructional strategies in accordance with Professional Learning around Cultivating Student Agency in Literacy</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• (RVS) Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.</li> <li>• (ABEd*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment Grade 1 and 2.</li> </ul>

<ul style="list-style-type: none"> <li>• (ABEd) Percentage of students not at risk on the Castles and Coltheart 3 (CC3) assessment Grade 2 and 3.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Reinforce literacy at home; read with or to children, model reading</li> <li>• Ensure children consistently attend school</li> <li>• Attend Family Literacy Night</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• 5 middle level teachers, 1 Literacy Coach, &amp; 1 admin involved in 180 Days PL</li> <li>• BAS assessment completed in grades 2, 4 &amp; 6</li> <li>• Met with all grade teams regarding literacy strategies &amp; interventions done universally.</li> <li>• Heggerty, UFLI, REWARDS, LLI, grade team target time</li> <li>• Literacy Committee met – started designing Family Literacy Night</li> </ul>	<ul style="list-style-type: none"> <li>• More concrete data in those grades who had done BAS testing; used Spring data &amp; anecdotal for those that had not</li> <li>• Added to: Parents can attend Family Literacy Night in January</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Family Literacy Night on January 25<sup>th</sup> well attended – over 100 families</li> <li>• Grades K-3 using Heggerty (Phonemic Awareness) &amp; UFLI</li> <li>• Implementation of literacy interventions – UFLI &amp; Guide to Systematic Phonics Instruction, REWARDS, &amp; Bridge the Gap</li> <li>• Literacy specialists working with middle school teachers</li> <li>• BAS completed in grade 3</li> <li>• Read-a-thon</li> <li>• Middle School teachers redesigning their literacy block</li> <li>• Learning Commons Centers developed with curriculum connections &amp; assessment exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy goal tied into the Literacy goal – School Council felt that the school is doing so much &amp; should be recognized</li> <li>• SEP Action Committee will take into account for next year that School Council felt Numeracy and Literacy should be one goal together</li> <li>• Numeracy Committee – Scope &amp; Sequence</li> <li>• Numeracy Night in May</li> </ul>

	<ul style="list-style-type: none"><li>• 180 Days &amp; Penny Kittle PL Seminar attended by 5 teachers and admin</li></ul>	
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## 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).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

### How Might We:

**Increase student well-being to create greater understanding of citizenship.**

<p><b>School Goal 1:</b> We will increase by 5% the measure of Citizenship in the Student Growth and Achievement domain.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Percentage of students who are absent less than 10% during the school year</li> <li>• Alberta Education Assurance Measure Results</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education Practice Guide (p.10): ‘Promoting healthy cognitive, social, and emotional development through positive school cultures.’</li> <li>• Instruction &amp; Assessment Practice Guide (p.7): ‘Students learn through purposeful instructional design.’</li> <li>• Professional Learning Guide (p.5): ‘Learning and growing together to meet the needs of students and optimize learning for all requires professional learning to be grounded in data ..’</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Define citizenship through PBIS</li> <li>• Connect with Indigenous Knowledge Keepers, Elders, and specialists.</li> <li>• Form a Culture and Diversity Committee to develop classroom resources and recognize all cultural celebrations</li> <li>• Communication with parents via the Weekly Highlights</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>• (RVS) Number of classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch.</li> </ul>

- (RVS) Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who understand their own and other cultures, and who have positive health and are goal oriented.

**Parents can:**

- Volunteer in school and classroom activities, events, and Breakfast Club.
- Model community citizenship
- Engage in Alberta Education and RVS surveys

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Developing definition of citizenship</li> <li>• Director of Indigenous Learning has made connection for us to an Elder</li> <li>• Communication of citizenship in School Council meetings &amp; weekly highlights</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide Culture &amp; Diversity committee has not been formed</li> <li>• Classroom resources and lessons were created by grade teams</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Connected with Indigenous Elder – Pipe Ceremony booked for April</li> <li>• Be Kind, Be Respectful, Be Safe</li> <li>• Fall/Winter Citizenship lessons series reflected on by grade teams and Spring lesson series produced</li> <li>• Grade 4 DPA Leadership at lunch for younger grades</li> <li>• Buddy Teams – Cross grade connections</li> <li>• Big Brothers, Big Sister Mentorship</li> <li>• Grandparents Program</li> <li>• Attendance conversations &amp; letters sent to families</li> </ul>	<ul style="list-style-type: none"> <li>• Start of a Leadership Club – students @ Middle School Leadership</li> <li>• Bulletin board to celebrate Diversity</li> <li>• OurSchool Survey results</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.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How Might We:

Utilize Positive Behavioral Intervention Strategy (PBIS) structures to foster a sense of belonging in an inclusive school environment?

<p><b>School Goal 1:</b></p> <p>We will increase our PBIS Tiered Fidelity Inventory (TFI) by 10% by our next TFI Assessment.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Current (2022/23) TFI Assessment score of 17%</li> <li>• Use of Common Language from our school’s PBIS matrix.</li> <li>• Use of Visual Supports to scaffold PBIS matrix practices</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <ul style="list-style-type: none"> <li>• Inclusive Education Practice Guide (p.13): ‘set and teach school-wide behavioral expectations and acknowledgments’</li> <li>• Instruction &amp; Assessment Practice Guide (p.5): ‘All students must feel accepted, valued and physically and emotionally safe to take the risks necessary for growth.’</li> <li>• Professional Learning Guide (p.14): ‘Evidence of the impact of professional learning can include positive changes in mindsets, strengthened classroom practices and interactions, improvements in content knowledge among teachers and students, and increased coherence among school and district initiatives (Learning Forward 2020, p . 46) .</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Engaging school community in PBIS assemblies</li> <li>• PBIS team co-design common language and matrix</li> <li>• PBIS team begin to co-design PBIS lessons with school staff</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• (ABEd) Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</li> </ul>



<ul style="list-style-type: none"> <li>• (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.</li> <li>• (RVS) Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Attend PBIS assemblies</li> <li>• Attend School Council meetings</li> <li>• Reinforce PBIS language and matrix at home</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• schedule for monthly PBIS assemblies sent out to staff</li> <li>• completed 3 school-wide PBIS assemblies, each put on by different grade teams</li> <li>• 50% complete co-designing common language and matrix –3 pillars and half of the indicators created</li> </ul>	<ul style="list-style-type: none"> <li>• Designing pillars and indicators is taking longer than expected. Hoping to have these done early in the new year.</li> <li>• Will start on creating PBIS lessons</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• Continuing with school-wide PBIS assemblies – well attended by families</li> <li>• PBIS matrix completed</li> <li>• Working on school-wide lessons in the form of videos</li> <li>• Staff PBIS survey</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling out PBIS to staff</li> </ul>

## School Council Review

Presentation of School Education Plan



*Signatures indicate agreement with the plan*

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



**Principal signature on behalf of students and teachers of RancheView School**