INNOVATORS BY DESIGN

Crossfield Elementary School

CROSSFIELD Elementary

Learning to read is our focus Loving to read is our goal!

ROCKY VIEW SCHOOLS

March 2023

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators…

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.

- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.

- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.

- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.

- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.

- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.

- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our school has focussed on Literacy, Positive Behaviour Interventions and Supports, Indigenous Ways of Knowing, and Digital Portfolios. Through these priority areas we have supported student well-being and achievement in meaningful and measurable ways at Crossfield Elementary School (CES).

In literacy, our committee has supported our staff to continuously improve our literacy practice. The implementation of a comprehensive, co-constructed school-wide literacy framework has allowed us to implement high-yield instructional practices in the best interests of our students. These instructional practices have elicited a significant improvement in student learning based on the data from our literacy assessments. These assessments are collected, and transferred from grade to grade to inform future practice in supporting literacy at CES.

The development of a Positive Behaviour Interventions and Supports (PBIS) Framework at CES has supported student well-being and achievement, as well as the ability of our staff to objectively define areas of support and develop solutions using meaningful data. Our pre-implementation pillars of safety, kindness, repsect, and growth were co-constructed by students, staff, and parents/guardians, and are making a positive difference in our school community. These terms are now well-embedded in our school vocabulary and frame conversations surrounding positive behaviour. Through the pre-implementation phase we have experienced a significant decrease in conflict and an increase in the amount of students who understand the pillars of successful behaviour. We anticipate that our final PBIS framework, in conjunction with our school-wide Friendology social-emotional learning program will elicit benefits in positive behaviour and well-being well into the future.

Our practice in Indigenous Ways of Knowing has deepened this year with the support of our Indigenous Ways of Knowing Committee under the guidance of the Rocky View Schools Director of Indigenous Learning, Cindy Stefanato. This group worked directly with Director Stefanato to deliver culturally appropriate lessons and will continue this work by leading professional learning this Spring to further develop our collective understanding and capacity.

As a staff, we have continued to refine our practice with Digital Portfolios and have completed professional learning regarding capturing the process of learning while using portfolios as a wonderful tool for student, staff, and parent reflection. We look forward to continuing our use of portfolios in support of our students while celebrating their successes.

The development and implementation of the CES workbook would not have been possible without the feedback and support of students, staff, parents/guardians, school divison partners, and the community at-large. We thank these groups for their dedication and commitment to student well-being and achievement. At CES we are truly a community of learners who support safety, kindness, respect, and growth on a daily basis.

Sincerely,

Colin MacDonald and Lisa Metcalfe

SCHOOL PROFILE

Principal: Colin MacDonald **Assistant Principal:** Lisa Metcalfe **Website:** https://crossfield.rockyview.ab.ca/	**Mission:** Supportive relationships will serve as the foundation for relevant and connected learning opportunities with high expectations for all. **Beliefs:** To foster kindness, safety, respect, and growth for all students.

Total number of:

Teachers: 15   Support Staff: 12   Students: 327

Grades Served: K-5

Percentage of students:
- identified with specialized or exceptional needs: 1%
- who are English Language Learners: 4%
- who self-declare as First Nations, Inuit or Metis: 3.5%
- students reading at or above grade level:
  - Grade K: TBD
  - Grade 1: TBD
  - Grade 2: 51%
  - Grade 3: 46%
  - Grade 4: 61%
  - Grade 5: 83%
- performing mathematics at or above grade level:
  - Grade K: TBD
  - Grade 1: TBD
  - Grade 2: 73%
  - Grade 3: 95%
  - Grade 4: 24%
  - Grade 5: 29%
- with writing skills at or above grade level:
  - Grade K: TBD
  - Grade 1: TBD
  - Grade 2: TBD
  - Grade 3: TBD
  - Grade 4: TBD
  - Grade 5: TBD

Unique features of our school?

- School-Wide Social/Emotional Learning
- Implementation of Universal Design for Learning
- A significant focus on Literacy with data tracking including universal and targeted interventions
- School-Wide Digital Portfolios
- New Makerspace

Students Insights to guide our plans and goals for the 22-23 year

What do students think are some things that are going well?
- Kind and positive environment where students are included
- Fair and patient staff with clear expectations
- Staff help students and provide them with instruction and strategies which meet their needs
- Opportunities for voice and choice
- Opportunities for reflection

What do students think could be worked on or improved?
- Continue to support students with how to read and write
- Additional opportunities and materials for art and creative activities
- Purchase of a swing set to improve the playground experience

In response to what students think, what actions could our school take to do better?
- Continue our journey of continuous improvement related to early literacy
- Expand the use of our Makerspace and obtain required materials
- Conduct a preliminary examination of the opportunities present on school grounds for recreation

Parents Insights to guide our plans and goals for the 22-23 year

What do parents think are some things that are going well?
- Providing work that matches the students' ability
- Numeracy and literacy instruction
- Fun projects and creative ideas to include students' personal interests in lessons
- Instruction occurs in many ways

What do parents think could be worked on or improved?
- Continue to focus on reading and writing skills
- Additional learning about various cultures and languages
- More real-world application of skills

In response to what parents think what are actions could our school take to do better?
- Continue to support early literacy through data-informed practice
- Professional Learning related to Indigenous Ways of Knowing in Practice
- Expand the use of our Makerspace

Staff Insights to guide our plans and goals for the 22-23 year

What do staff think are some things that are going well?
    • Additional academic support for students
    • Whole-school common language supporting friendships
    • Focus on early literacy

What do staff think could be worked on or improved?
    • Continued work in early literacy
    • Aligning the current parts of Positive Behaviour Interventions and Support with a common framework and further refining our processes

In response to what staff think, what actions could our school take to do better?
    • Professional Learning in Early Literacy
    • Professional Learning in Positive Behaviour Interventions and Supports

RVS Four Year Plan Survey Results

CES Education Plan Survey Results 2022

What does the survey indicate is going well?

- Our students have the support they need to be successful

- Students can apply numeracy with confidence

- Our students learn through reading at a significant level

- Students work with their teacher to set goals for their learning

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

- The number of opportunities to learn about cultures and people

- Parental data about opportunities for students to contribute to their school and/or community

In response to the survey we can?

- Provide additional opportunities to celebrate diversity

- Share the student leadership that is already happening and provide additional opportunities for leadership

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RVS Assurance Model

	Data Source	2021/22
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	56.1
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	12.1
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	1.6
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	90
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	100
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	93

Alberta Education Assurance Measures Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 5212 Crossfield Elementary School

Alberta Government

Assurance Domain	Measure	Crossfield Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.5	82.0	85.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	92.9	94.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.5	82.7	82.7	79.5	81.8	81.4	n/a	n/a	n/a

Based on the data above, what do you think is going well?

- We are a safe and caring school
- We have a high quality of education

Based on the data above, what do you think could be worked on or improved?

- We could examine ways to continuously improve student engagement
- We could improve access to community supports and services, as available

Based on the data above, what actions could our school take to do better?

- Examine additional ways to support strength-based learning and student voice and choice
- Connect with additional community support providers to establish relationships

PROTOTYPE PLANS

How Might We? Support Indigenous Ways of Knowing in Practice?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

Sources of Input
- A workbook sub-committee will complete the initial work. Our staff will support this process.
- Students, staff, and parents/guardians will provide feedback on the success of the prototype.

End Goals
- Indigenous Ways of Knowing seamlessly embedded in 1 or 2 subject areas.

PROTOTYPES

Name: Indigenous Ways of Knowing in Practice

Scope: Develop the knowledge and skills to further embed Indigenous Ways of Knowing in Practice

Indicator of Success: Embedding of Indigenous Ways of Knowing in 1 or 2 subjects areas

Description: Implementation of Indigenous Ways of Knowing to embed seamlessly in subject areas after professional learning which targets this goal.

Prototype Iterations:

Winter Learnings: The Indigenous Ways Knowing Committee has partnered with the Director of Indigenous Learning, Cindy Stefanato, to form an ongoing relationship to work with students and staff directly in the school through curriculum based lessons and is also supporting our staff's development through professional learning.

Spring Learnings: We are continuing to work with Cindy Stefanato to incorporate Indigenous Ways of Knowing into our daily practice. In addition, we are completing professional learning in this area on May 19, and our annual story week, Nature and Our Community, has an Indigenous theme.

PROTOTYPE PLANS

How Might We? Improve student literacy results through data-informed instruction?

What Priority Areas Does It Address?

Student Engagement	Inclusion	<mark>Instructional Design</mark>	Making Learning Visible

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Sources of Input
- Data from literacy assessments
- Workbook sub-committee will complete the initial work. Our staff will support through common school-wide instructional commitments.
- Students, staff, and parents/guardians will provide feedback on the success of the prototype.

End Goals
- An improvement in student literacy based on the data.
- A narrowing of the gap for students who have below grade level achievement with the grade level standards.

PROTOTYPES

Name: Data-Informed Literacy

Scope: Review the data to continuously improve our collective efficacy in early literacy practice.

Indicator of Success: Improvements in specific literacy measures such as: CC3, LeNS, Fountas and Pinnell Benchmark Assessment, and our CES Phonological Sceening Tool

Description: Continuously imporving our school-wide literacy practice based on data.

Prototype Iterations:

Winter Learnings: We have continued to foster and enhance both universal and targeted supports for students through the development of consistent programming. Professional Learning includes staff discussions and grade level planning through embedded time. Enhancing our resource collection to support targeted interventions also continues to be a priority.

Spring Learnings: We have continued to work with and refine our CES Phonological Screening Tool to support targeted instruction. Through data collection, we have noticed significant gains for all students from Kindergarten to Grade 5. We have completed a school wide staff book study, Shifting The Balance, and will continue to use this resource next year to solidify our literacy practice.

PROTOTYPE PLANS

How Might We? Develop and implement a school-wide Positive Behaviour Interventions and Supports Framework?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

Sources of Input
- Full staff feedback and conversations related to professional learning.
- A workbook staff sub-committee will develop the framework.
- Students, staff, and parents/guardians will provide information to help guide the process as well as feedback on the success of the prototype.

End Goals
- A Positive Behaviour Interventions and Supports Framework with fidelity of implementation.

PROTOTYPES

Name: Positive Behaviour Interventions and Supports

Scope: Develop and implement a Positive Behaviour Interventions and Supports Framework at CES

Indicator of Success: Development and Implementation of a Positive Behaviour Interventions and Supports Framework with fidelity.

Description: At Crossfield Elementary School we will work to develop and implement a Positive Behaviour Interventions and Supports Framework.

Prototype Iterations:

Winter Learnings: We have been using language associated with the main pillars of our Positive Behaviour Interventions and Supports Framework throughout the year. The committee is further refining and developing an overall PBIS Matrix that we will share with our school community this Spring.

Spring Learnings: We are in the process of finalizing our PBIS Framework with the intention of sharing this work with our school community towards the end of the school year. We are proud to note that during pre-implemntation a significant amount of students and staff could identify our school-wide pillars of kindness, safety, respect, and growth. As well, the Administration team at CES has noticed a marked decline in office referrals related to school-based interpersonal conflict between students.

PROTOTYPE PLANS

How Might We? Support student self-assessment through digital portfolios?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

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Sources of Input
- Staff input related to self-assessment.
- Student feedback related to self-assessment.
- Parent/Guardian feedback related to self-assessment.

End Goals
- Growth in student understanding of how portfolios provide an opportunity for self-assessment.

PROTOTYPES

Name: Assessment and Portfolios

Scope: Develop student capacity to utilize digital portfolios as a means for self-assessment.

Indicator of Success: Students using digital portfolios to reflect with fidelity.

Description: At Crossfield Elementary School, we will engage in professional learning regarding the ways in which we can support students with self-reflection and metacognition through digital portfolios.

Prototype Iterations:

Winter Learnings: We currently have full implementation of MyBlueprint Portfolios with a minimum of one quality artefact each month in each grade. Many of the artefacts are videos explaining concepts learned. We are planning to have Learning Specialist, Alison Turner, come in to further develop our understanding of assessment and metacognition to enhance student self-reflection.

Spring Learnings: Throughout the year, students in all grades continued to add artefacts to their portfolios. As their comfort with the program increased, their ability to self-reflect increased. Many students use MyBlueprint throughout our hallways on a regular basis to document their learning.

PROFESSIONAL LEARNING PLAN for the 2022-2023 year to support our goals and plans

Driving Questions

- How might we improve student literacy results through data-informed instruction?

- How might we develop a school-wide Positive Behaviour Interventions and Supports Framework?

- How might we support Indigenous Ways of Knowing in Practice?

- How might we support student self-assessment through digital portfolios?

Learning Outcomes

- Understanding of how to interpret data to inform instruction

- Development of a Positive Behaviour Interventions and Supports Framework

- An increased understanding of how to embed Indigenous Ways of Knowing into daily practice

- The development of skills to support students in completing self-assessment.

Strategies

- August 30 Professional Learning – Literacy: Shifting the Balance Book Study, Words Their Way, and Annual School-Wide Literacy Commitments

- October 7 Professional Learning Session – Positive Behaviour Interventions and Supports 101

- November 14 Professional Learning Session – Early Literacy (Book Study and Data Informed Practice)

- March 20 Professional Learning – Portfolios and Self-Assessment

- May 19 Professional Learning – Indigenous Ways of Knowing in Practice

BUDGET HIGHLIGHTS

	2020/21	2021/22	2022/23
Certificated Staff	$1,659,563	$1,660,666	$1,800,540
Support Staff	$364,297	$388,088	$432,286
Services & Supplies	$57,768	$54,607	$80,360
Other	$0	$0	$0
Contingency	$0	$0	$0
TOTAL EXPENDITURES	$2,081,627	$2,103,361	$2,313,186

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 30, 2023

What resonates with parents? What inspired them?   • Literacy assessments and supports to assist students with literacy achievement   • New Makerspace for students to make, create and do with opportunities for cultural awareness   • Common language regarding positive behavioural interventions and supports
What questions did they have?   • There are no questions at this time as they have all been addressed throughout the year
What did they find tricky?   • Obtaining additional feedback from parents and guardians regarding the workbook
How can parents play a more active role in its implementation?   • More open-ended questions for workbook feedback   • Volunteer opportunities within the school in addition to those which already exist

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.
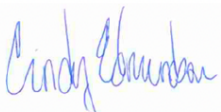
March 30, 2023

Principal Signature   **Date**

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree
	Agree	

March 30, 2023

School Council Chair Signature   **Date**