



**Crossfield Elementary School**

# **School Education Plan 2023/24**



March 2024



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# 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

This year, at Crossfield Elementary School (CES), within our kind, safe, respectful, and growth-minded school environment, we endeavour to support students in the acquisition of fundamental skills while also exploring the space of the possible related to building future-ready students and staff.

Our continued work in early literacy is informed by best practices and is making a significant difference for our students. This is measured by both testing results, as well as observed improvements in the reading and writing habits of our students. This is heartening, as we understand that literacy skills are foundational for success in school and in life.

As a school, we will be revisiting our practice in numeracy to forge new connections between curriculum and real-world problem-solving through rich tasks. We believe this will benefit our students by supporting both computational and conceptual understanding of this tremendously important subject.

Crossfield Elementary School prides itself on being a welcoming and inclusive school. This is supported by clear norms and boundaries which are communicated proactively. Our ongoing work in Positive Behaviour Interventions and Supports is intended to deepen our commitment to creating the social conditions for student success and well-being. We look forward to sharing our accomplishments in this area throughout the school year.

We will also focus on student assessment this year by reviewing triangulation of student assessment through observations, conversations, and products. As well, we will venture into the realm of artificial intelligence and explore ways in which this tool can improve and streamline our assessment practice.

Community is the heart of CES, and we appreciate the ongoing feedback and support from our community in making our school education plan a reality. We very much look forward to connecting throughout the school year. Together, we can foster continuous improvement through our collective emphasis on kindness, safety, respect, and growth.

We wish everyone in our school community, as well as our partners in the school division, a joyous and successful school year.

Sincerely,



Colin MacDonald & Lisa Metcalfe

## School Profile

<p><b>Principal:</b> Colin MacDonald  <b>Assistant Principal(s):</b> Lisa Metcalfe  <b>Website:</b> <a href="https://crossfield.rockyview.ab.ca/">https://crossfield.rockyview.ab.ca/</a></p>	<p><b>Mission:</b> Supportive relationships will serve as the foundation for relevant and connected learning opportunities with high expectations for all.  <b>Vision/Purpose/Beliefs:</b> To have a safe and caring environment where all learners are empowered to achieve personal success.</p>
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**Total Number of Students:** 322

**Grades Served:** K-5

**Total Number of:**

- Classroom Teachers: 13
- Learning Support Teacher(s): 1
- Learning Assistant(s): 4
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 4

### School Diversity Profile

As with all Rocky View Schools, Crossfield Elementary School reflects a rich and diverse learning community.

Notably, 6% of our students self-identify as Indigenous students.

As an inclusive school, we welcome 0.3% of our students who have significant learning needs.

Additionally, our school offers an excellent breakfast program, daily healthy snack fridges, an amazing makerspace for student projects, and a modern learning commons.

We support cross-grade learning opportunities, and partner with W.G. Murdoch School to host a variety of joint activities. We also have a student crosswalk patroller program in partnership with the Alberta Motor Association

We benefit from parent/guardian volunteerism for many programs and activities, most notably our hot lunch program, and our annual Christmas concert. We also benefit immensely from parent/guardian fundraising for our annual rocks and rings program, as well as our field trips, and many other school activities.

Crossfield Elementary School is fortunate to partner with our school community to support our students.

## Student Feedback from Spring 2023

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

- The school is safe
- The students are kind
- The teachers are great
- We work with other classes (Ex. Reading Buddies)
- We like the Makerspace

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

- Some inappropriate language from older students at recess
- Word work could be more engaging
- It can sometimes be noisy at lunchtime

## Parent Feedback from Spring 2023

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

- The sense of community at CES
- A strong culture of inclusion
- High-quality literacy instruction
- Amazing and accessible Teachers

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

- Additional intermingling among grades
- The front door being locked to increase safety and security

## **RVS Four-Year Plan Survey Results**

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

- **Students are learning what they need to be successful**
- **Students are learning useful things in school**
- **Students have opportunities to create things to show what they know**
- **Students are listened to by the adults in the school**

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

- **Additional opportunities for choice in learning**
- **Student reflection on the ways they learn**
- **Using numeracy to solve real-world problems**
- **Additional volunteer opportunities and community service**



## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 5.	MIPI	26%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	53%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	30%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	55%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	54%

What does this data tell us is going well?

- Literacy instruction and intervention is going well
- Numeracy instruction and intervention is going well

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

- Attendance could be worked on and improved
- Creating more attainable short-term IPP goals could be worked on
- Positive Behaviour Intervention Strategy fidelity could be improved

# Alberta Education Assurance Measure Results



## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 5212 Crossfield Elementary School

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	<a href="#">Student Learning Engagement</a>	83.9	85.8	85.8	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	84.9	84.6	83.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	<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	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	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>	92.4	93.6	93.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.8	89.3	89.3	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	82.7	83.3	83.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	68.0	74.8	78.7	79.1	78.8	80.3	Very Low	Declined	Concern

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

- Education quality is very high
- Citizenship is excellent
- We have safe and caring school
- The Learning Support Model at Crossfield Elementary School is successful

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

- Parental involvement could be significantly improved

# 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 by 25% over the next 3 years.**

<p><b>School Goal 1:</b> By June 2024 our reading assessment results will indicate an improvement of students reading at or above grade level by 10% in Grades 1-5.</p>
<p><b>Data that informed this goal:</b> June 2023 BAS results indicate the following</p> <ul style="list-style-type: none"> <li>The percentage of students reading at or above grade level is 53%</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p>Instruction &amp; Assessment Practice Guide – Page 10 - Circular Learning: Learning is an iterative process that occurs in a circular manner rather than a linear fashion. Learning should come back to what has been taught/learned. Working with, reflecting on and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected.</p> <p>Inclusion Practice Guide – Page 10 - Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.</p> <p>Inclusion Practice Guide – Page 10 - Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students' learning and multiple ways for students to learn and show what they know in meaningful ways.</p> <p>Professional Learning Practice Guide – Page 10 - Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Teachers will examine data from the June BAS results to inform groups for intervention on a daily basis</li> <li>Teachers will implement high-yield strategies based on the school-wide CES Literacy Commitments</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>BAS results</li> <li>CES literacy running records</li> </ul>
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>Read with their child to support and enhance a love of reading</li> </ul>

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> <li>Staff reviewed our assessment data and student supports. Student groupings and instruction are now informed by this data.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue with the CES Literacy Commitments and will adjust the commitments, as necessary, in the Spring of 2024.</li> </ul>
March 15	<ul style="list-style-type: none"> <li>Student supports continue based on the data and we are noticing an improvement in both reading and writing behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>The CES Literacy Commitments will be reviewed and updated on April 29 based on both data and observations.</li> </ul>

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

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

**How Might We: Improve student numeracy by 25% over the next 3 years.**

<p><b>School Goal 2:</b> By October 2024 our numeracy assessment results will indicate an improvement of students achieving at or above grade level by 10% in Grades 1-5.</p>
<p><b>Data that informed this goal:</b> The percentage of students achieving at or above Grade level based on the MIPI for Grades 4 and 5</p> <p>The percentage of students achieving at or above Grade level based on the Alberta Numeracy screening assessment for Grades 1, 2 and 3</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Instruction &amp; Assessment Practice Guide – Page 10 - Circular Learning: Learning is an iterative process that occurs in a circular manner rather than a linear fashion. Learning should come back to what has been taught/learned. Working with, reflecting on and returning to learning outcomes helps students make connections to the purpose of learning and reminds them that everything is connected.</p> <p>Inclusion Practice Guide – Page 10 - Hold High Expectations for All Learners – Creating a culture of high expectations begins with academic and social inclusion. This is achieved through accessible social-emotional and academic curricula, with multiple entry points that validate student identity through meaningful and relevant learning experiences.</p> <p>Inclusion Practice Guide – Page 10 - Use a Strength-Based Approach to Meeting Learner Needs – Identify strengths, talents and learning preferences to design meaningful, multi-modal instruction and assessment for learning with multiple entry points for all learners. Provide voice and choice in students’ learning and multiple ways for students to learn and show what they know in meaningful ways.</p> <p>Professional Learning Practice Guide – Page 10 - Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.</p>
<p><b>Strategies:</b></p>

<ul style="list-style-type: none"> <li>Teachers will examine data from the June Alberta Numeracy screening assessment and the October MIPI assessment to inform groups for intervention on a daily basis</li> <li>Teachers will implement high-yield strategies based on Bruner’s Concrete, Representational, and Abstract mathematics framework.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Alberta Numeracy screening assessment results</li> <li>MIPI results</li> <li>Ongoing evaluation of student progress in mathematics</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>Play problem-solving games with their child to reinforce numeracy skills and foster the joy of learning math.</li> <li>Support a growth-mindset towards mathematics with their child</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>The CES numeracy data has been reviewed by staff and a Numeracy Committee has been formed. Use of manipulatives and developing increased number sense in students were determined to be our priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Based on our priorities, professional learning regarding manipulative use, and number sense will be provided for our staff.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Professional learning occurred regarding fluency and number sense with RVS learning specialists. This immediately reinforced and further informed classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>The staff at CES is in the process of developing an instructional scope and sequence which is aligned with the curriculum. This will be designed similarly to our successful literacy commitments.</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).

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

### How Might We: How might we triangulate assessment related to Alberta Education student competencies and curricular outcomes?

<p><b>School Goal 1:</b> Fidelity of triangulated assessment (observations, conversations, products) across all classes.</p>
<p><b>Data that informed this goal:</b> PowerSchool Data, Staff Engagements</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Instruction and Assessment Practice Guide page 9 - A comprehensive assessment program provides relevant information about a learner. This information facilitates understanding of what the student knows, how the student makes sense of that learning, and accurately measures the achievement of desired outcomes. The assessment cycle: assessment for learning, assessment as learning, and assessment of learning offers information to guide future programming and instructional differentiation. Assessment has the greatest impact when it is integrated into all learning activities and is aligned with the programs of study.</p> <p>Inclusive Education Practice Guide page 14 - The primary goal of assessment of student learning is to inform teaching, promote student learning and identify opportunities for all students to be successful. Balanced, authentic assessment is triangulated, ongoing, meaningful, and consistent. Balanced assessment is equitable for all students and comprised of ongoing observations, conversations and products that embrace multiple means of representation to ensure all students can show what they know in meaningful ways.</p> <p>Professional Learning Practice Guide page 9 - Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Professional Learning through a Rebooting Assessment book study</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>PowerSchool Assessment Data</li> <li>Feedback from Assessment Committee</li> </ul>
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>Check PowerSchool and discuss their child’s progress</li> </ul>

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>Staff have explored triangulation of assessment through two professional learning days connected to a book study of Damien Cooper's Rebooting Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the evidence of triangulation in PowerSchool this Fall, we will expand into the space of Artificial Intelligence and its role in supporting assessment.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>Staff have worked with RVS learning specialists Nancy Lake and Ali Turner to further develop skills related to artificial intelligence, assessment, and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Artificial Intelligence practice has been expanded past its use for assessment, into multiple areas, including instruction, plan development, and communication.</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: How might we meaningfully embed our Positive Behaviour Interventions and Supports (PBIS) framework within our school community?

<p><b>School Goal 1:</b> Increase PBIS Tier I fidelity rate from 30% to 50% by our next assessment</p>
<p><b>Data that informed this goal:</b> PBIS Tiered Fidelity Coaching Report, Student Interviews, Parent Interviews, Office Referral Data</p>
<p><b>Connection to the practice guide(s):</b></p> <p>Inclusive Education Practice Guide page 13 - Positive Behavioural Interventions and Supports (PBIS) is an evidence-based MTSS framework that uses design and effective and explicit teaching to create safe, positive, predictable, and inclusive school cultures.</p> <p>Instruction and Assessment Practice Guide page 5 - All students must feel accepted, valued and physically and emotionally safe to take the risks necessary for growth.</p> <p>Professional Learning Practice Guide page 7 - Shared Vision: Stakeholders share an understanding of and commitment to intended outcomes.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• School-wide PBIS matrix implementation (reinforcement and recognition)</li> <li>• Direct instruction of norms in the school and on the playground</li> <li>• Class-based instruction and reinforcement of the framework</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• PBIS Tiered Fidelity Coaching Report</li> <li>• Feedback from the school Positive Behaviour Interventions and Supports committee</li> <li>• Feedback from students</li> <li>• Feedback from Parents/Guardians</li> </ul>
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>• Parents can support this goal by reinforcing the common language from the PBIS framework with their child(ren)</li> </ul>



Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• Our PBIS committee is supporting the implementation of our full-school matrix. The soft launch is underway and the public launch to parents/guardians will take place in early 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• We will make further adjustments to our plan based on the data from our next Tier I Fidelity assessment.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• The public launch of our PBIS framework has occurred and we have gathered community feedback. The tiered fidelity inventory has taken place.</li> </ul>	<ul style="list-style-type: none"> <li>• We will further adjust our plan based on community feedback and the results of our tiered fidelity inventory.</li> </ul>

## School Council Review


### Presentation of School Education Plan

**School council comments:**

- The School Council of Crossfield Elementary School agrees with this plan.

*Signatures indicate agreement with the plan*

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



**Principal signature on behalf of students and teachers of Crossfield Elementary School**

