



Crossfield Elementary School

# School Education Plan 2024/25



October 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

At Crossfield Elementary School (CES), we are committed to nurturing a kind, safe, respectful, and growth-oriented environment where students thrive in developing essential skills while preparing for the future. Our focus on early literacy, grounded in best practices, continues to yield significant improvements in both test results and student engagement with reading and writing. We recognize that literacy is the cornerstone of academic and lifelong success, and we are heartened by our students' progress.

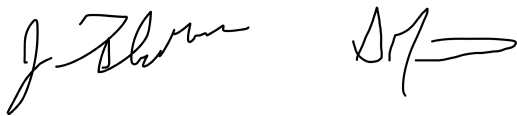
This year, we will also revisit our approach to numeracy, aiming to connect curriculum content with real-world problem-solving through rich, meaningful tasks. By enhancing both computational and conceptual understanding, we hope to empower our students to excel in this vital subject.

CES takes pride in being a welcoming and inclusive school community. Through Positive Behaviour Interventions and Supports (PBIS), we are reinforcing clear expectations and boundaries, ensuring that students feel safe and supported in their growth. This proactive approach strengthens the social conditions necessary for student success and well-being.

Additionally, we are placing a renewed emphasis on student assessment, using a triangulated approach that includes observations, conversations, and student work. We are excited to explore how artificial intelligence can enhance and guide our assessment practices, making them more efficient and impactful.

At the heart of CES is our community. We deeply value the feedback and support from our families and partners, and we look forward to collaborating with you throughout the year. Together, we will foster a culture of continuous improvement, grounded in kindness, safety, respect, and growth.

We look forward to another great year at CES!

The image shows two handwritten signatures in black ink. The signature on the left is 'Jordan Flower' and the signature on the right is 'Sarah Morrison'. Both are written in a cursive, flowing style.

Jordan Flower & Sarah Morrison

## School Profile

<p><b>Principal:</b> Mr. Jordan Flower</p> <p><b>Assistant Principal(s):</b> Mrs. Sarah Morrison</p> <p><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.</p> <p><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:**

**Grades Served:**

**Total Number of:**

- Classroom Teachers: 13
- Learning Support Teacher(s): 1
- Learning Assistant(s): 5
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 1
- Caretaking staff: 4

### School Diversity Profile

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

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

English as an Additional Language learners represent 5 per cent of our school population. The most common first languages for these students are Spanish.

As an inclusive school, we welcome 0.3% per cent 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 2024

### 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 2024

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

- Student safety
- Kind staff
- “My son really likes his teachers”
- “Great staff, very supportive of students”
- “Amazing staff! The teachers and administrators provide a supportive and caring environment at school. Thank you for taking care of the well-being of each child”

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

- More learning support for teachers
- Smaller class sizes
- “I’m not sure, I don’t have any complaints”
- “Communication regarding upcoming playground build”

## RVS Assurance Results

	Data Source	Most Recent Results
<b>EICS Math Assessment grades 4-10</b>	ECIS Math Assessment 2024	76%
<b>Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.</b>	Dossier Data	84%
<b>Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.</b>	BAS	71%
<b>Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.</b>	RVS Writing Assessment	58%
<b>School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.</b>	Tiered fidelity inventory by PBIS specialist	70%
<b>Percentage of students who are absent less than 10 per cent during the school year.</b>	PowerSchool	63%
<b>Percentage of students with Individual Program Plans who are achieving their learning goals.</b>	Dossier Data	72%

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

- Reading instruction and interventions are effective
- Numeracy instruction and interventions are effective
- Most students on individualized program plans are meeting and exceeding their goals

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

- There is an opportunity to increase student attendance rates
- We aim to improve our PBIS fidelity
- There is a discrepancy between reading and writing achievement results



## OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	63.7%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	68.5%
The average score for relevance, rigor and effective learning time.	74%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	86.7%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	73%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	77.4%

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

- In general, students are doing well
- CES is at or above many of the national averages in many categories
- Our greatest success is in social-emotional outcomes

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

- In general, girls tend to score higher than boys
- An area of focus will be on promoting growth mindset
- Increase communication of school and home to create a shared understanding of student progress

## Alberta Education Assurance Measure Results

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	81.9	83.9	84.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.2	84.9	84.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.2	92.4	93.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	89.8	89.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.8	82.7	83.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	72.6	68.0	71.4	79.5	79.1	78.9	Low	Maintained	Issue

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

- Education Quality is excellent
- Citizenship is very high
- Student Learning Engagement has remained excellent
- We continue to have a safe and caring school

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

- Parental involvement has been improved; however, there is still room for growth.
- Access to supports and services has declined

\* 27 parents completed the survey in the spring of 2024.

## Advancing students numeracy and literacy skills



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

### How Might We Improve Literacy Skills by 25% over the Next 3 Years?

**School Goal 1:** By June 2025, our reading and writing assessment results will show a 10% increase in the number of students in Grades 1-5 who are reading and writing at or above grade level.

#### Data that informed this goal:

- Percentage of students reading at or above grade level based on BAS results from June 2024:
  - Grade 1 – 72%
  - Grade 2 – 73%
  - Grade 3 – 58%
  - Grade 4 – 73%
  - Grade 5 – 95%
- Percentage of students not at risk by June 2024 on LeNS and CC3:
  - Grade 1 - 98 % CC3, 94% LeNS
  - Grade 2 – 98% CC3, 83% LeNS.
  - Grade 3 – 82% CC3
- Percentage of students not at risk by June 2024 on Writing Benchmark:
  - Grade 3 – 58%

#### Connection to the practice guide(s):

**Instruction & 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.

**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.

**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.

**Professional Learning Practice Guide** – Page 10 - Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

**Strategies:**

- Teachers will use data from June 2024, along with triangulated data from fall 2024, to guide their planning for instruction and intervention in literacy with attention to incorporating purposeful activities to engage all learners.
- *Professional learning will offer strategies to connect literacy practices to assessment.*
- Teachers will implement high-yield strategies based on the school-wide CES Literacy Commitments
- Bi-weekly teacher collaboration times will engage grade teams in professional conversations around designing learning opportunities that engage students and meet them where they are at.

**Measures:**

- BAS results
- LeNS
- CC3
- RVS Writing Rubrics and Benchmarks
- CES literacy running records

**Parents can:**

- Read with their child to support and enhance a love of reading
- Write with their child

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

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

**How Might We Improve Student Numeracy Skills by 25% over the Next 3 Years?**

**School Goal 2:** By October 2025, our Numeracy assessment results will indicate an improvement of students achieving at our above grade level by 10% in Grades 1-5.

**Data that informed this goal:**

The percentage of students achieving at or above grade level based on the Alberta Numeracy Screening Assessment (ANSA.)

- Grades 1 – 77%
- Grade 2 – 92%
- Grade 3 – 84%

The percentage of students achieving at or above Grade level based on the Elk Island Catholic School (EICS) Assessment is not available for this school year.

- Grade 4 – 84%
- Grade 5 – 95%

**Connection to the practice guide(s):**

**Instruction & 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.

**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.

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**Professional Learning Practice Guide** – Page 10 - Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

**Strategies:**

- Teachers will examine data from the October EICS and June ANSA assessment to inform groups for intervention daily.
- Teachers will implement high-yield strategies based on Bruner’s Concrete, Representational, and Abstract mathematical framework.

- Teachers will participate in a book study, “Mathematics Tasks for the Thinking Classroom Grades k-5” By Peter Liljedahl and Maegan Giroux.

**Measures:**

- Elk Island Catholic Schools Numeracy Assessment
- ANSA
- Ongoing evaluation of student progress in mathematics

**Parents can:**

- Play problem-solving games with their child to reinforce numeracy skills and foster the joy of learning math
- Support a growth mindset towards mathematics with their child

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	•	•
<b>April 4</b>	•	•



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

### How Might We Triangulate Assessment Related to Alberta Education Student Competencies and Curricular Outcomes?

**School Goal 1:** By June 2025, we will shift our teachers' practices towards an inclusive, decolonized model of student assessment and reporting that puts emphasis on process over product.

**Data that informed this goal:**

- OurSchool Survey Drivers of Student Outcomes: “Relevance” – 69%
- PowerSchool Data – to be collected
- Staff Anecdotal Reporting – to be collected

**Connection to the practice guide(s):**

**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.

**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.

**Professional Learning Practice Guide page 9** - Data: Uses a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning.

**Strategies:**

- Over the next 2 years, staff will build a kindergarten to grade 5 plan scaffolding student learning centered around each of the Alberta Education Competencies that outlines how each of the competencies will be assessed through product, process, and conversation aligned with each of the subject areas.
- Over the next 2 years, staff will create at least one unit plan from each of the four core subject areas, clearly identifying the competencies to be assessed, ensuring that all required competencies are taught and evaluated during the year.
- Artificial Intelligence for assessment development
- Professional learning – Indigenous Learning Survey, “Rebooting Assessment” Book Study

**Measures:**

- OurSchool Survey
- Staff anecdotal reporting
- Feedback from assessment committee
- PowerSchool Assessment data

**Parents can:**

- Check PowerSchool and discuss their child's Progress
- Check myBlueprint and discuss their child's reflections
- Check year-end report card and read about their child's Alberta Competencies' achievements

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•



## Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

### How Might We Meaningfully Embed our Positive Behaviour Interventions and Supports (PBIS) Framework Within our School Community?

<p><b>School Goal 1:</b> By June 2025, we will increase our PBIS Tiered Fidelity Inventory (TFI) by 10% as demonstrated on the TFI annual spring assessment.</p>
<p><b>Data that informed this goal:</b></p> <p>Tiered Fidelity Inventory (TFI) TFI Results 70% (May 2024).</p>
<p><b>Connection to the practice guide(s):</b></p> <p><b>Inclusive Education Practice Guide page 13</b> - 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><b>Instruction and Assessment Practice Guide page 5</b> - All students must feel accepted, valued and physically and emotionally safe to take the risks necessary for growth.</p> <p><b>Professional Learning Practice Guide page 7</b> - 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 of the expectations and recognition of students caught doing the expectations)</li> <li>• Direct instruction of norms in the school and on the playground</li> <li>• Defining the matrix expectations to create common understanding</li> <li>• Creating class-based lesson plans and reinforcement of the framework</li> <li>• Information in the weekly newsletter to the parents and families explaining the PBIS Matrix</li> <li>• Highlighting expectations from the matrix in the morning announcements to students</li> <li>• Highlight students on the announcement (monthly draws from recognition rewards) and reading students names on the announcements when they have received a recognition rewards</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• PBIS Tiered Fidelity Report</li> <li>• Feedback from the school Positive Behaviour Interventions and Supports committee</li> </ul>

- Feedback from students
- Feedback from Parents/Guardians

**Parents can:**

- Parents can support this goal by reinforcing the common language from the PBIS framework with their child(ren)

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	•	•
April 4	•	•

## School Council Review

### Presentation of School Education Plan

**School council comments:**

- I think it is really positive, and I wonder if it will be challenging to see growth when our percentages are so high
- I like the breakdown and the strategies. I appreciate how the parents can support each goal.
- I like the Building Future Ready Students goal, and it is a good goal to have. Our students need this.
- I would like a strategy under Future Ready Students where we build in a “Human Library” so that we can access parents coming in to support the goal. Expert parents coming in and sharing their skills.
- I wonder if FCSS is a resource to connect with to help you with assessing Future Building Ready Students.

*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**

