



Northcott Prairie 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

At Northcott Prairie School, we will achieve the goals in RVS' Division Education Plan by continuing to ensure we are focused on our motto, *elevating the educational experience*, through our three tenets: fostering a strong culture of care, building strong relationships, and developing learning environments that are based on research-based approaches. With this as our focus, our herd will be stronger together.

As bison, we endeavour to support all parts of our community: students, staff, families, and community, with every person playing an important part of our wellbeing. Our herd works to **promote healthy and safe environments where everyone feels secure and respected** through daily learning activities, PBIS, athletics, diversity celebrations, musical performances, and other school community events. Leading with our head, heart, and hooves ensures all herd members have a place in the school and feel included in our community.

Students learn best when they have their basic needs met. Our breakfast program helps prepare our students for the day by fueling their minds. Our mindfulness program, MindUp, combined with our student regulation centre, the Bison Station, creates a learning environment where students learn the skills to regulate their stress and emotions, form positive relationships, and act with kindness and compassion. Having this foundation allows us to **create communities of inclusivity where all students are connected to each other and their larger community, creating thriving, positive students who belong**. Strong relationships are the foundation of a strong community.

Our last tenet focuses on creating learning environments that are based on research-based instructional practices. **By providing active learning, students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding**. Rocky View Schools has initiated standard-based assessments in reading and math, with writing to come later this year. Based on our results, we will focus on strengthening literacy and numeracy skills in our students and continuing to grow strong pedagogy in our staff. To build literacy skills, we have established dedicated literacy blocks for each grade level to support all our learners where they are at and ensure progress is made. As well, we have a home reading program for all grade levels, as research shows that students need to read every day to improve fluency and comprehension. Our numeracy program is being diversified with math manipulatives, the Reflex Math program, and several other instructional practices that allow teachers to create multiple entry points for students. Through professional learning and collaboration, staff will continue to **develop effective instruction and assessment practices**, ensuring that instruction is suited to the needs of their students, while **integrating Indigenous Ways of Knowing**.

As we focus on our tenets, we will meet RVS' Division Education Plan goals. We are excited to embark on this journey with our bison herd.

Cheryl Steadman, Jordan Flower, Devon Sawby

NPS Administration Team



School Profile

<p>Principal: Devon Sawby</p> <p>Assistant Principal(s): Jordan Flower, Cheryl Steadman</p> <p>Website: https://northcott.rockyview.ab.ca/</p>	<p>Founding Principles:</p> <p>At Northcott Prairie School, we are...</p> <ul style="list-style-type: none"> • A family of learners who value and respond to diversity • Intentionally positive • Designers of purposeful learning • Transparent about school-wide systems and structures
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Total Number of Students: 955

Grades Served: Kindergarten – Grade 8

Total Number of:

- Classroom Teachers: 38
- Learning Support Teacher(s): 2
- Learning Assistant(s): 11
- CDA(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 3
- Caretaking staff: 5

School Diversity Profile

As with all Rocky View Schools, Northcott Prairie School reflects a rich and diverse learning community. Notably, 3.5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 12.8 per cent of our school population. The most common first languages for these students are Persian, Urdu and Punjabi.

As an inclusive school, we welcome 13.6 per cent of our students who have significant learning needs.

As a school, we offer many opportunities for students to engage in curricular and extracurricular opportunities that augment their learning experiences. We have strong music and band programs. We host music concerts and band concerts that show student growth and development as musicians. We direct a school musical every year that allows students to explore the theater on stage and behind the scenes. We have a strong athletic presence, offering cross-country, volleyball, basketball, badminton, and soccer teams. We also have several clubs for students like our diversity club, Minecraft club, GSA, and recycling club. Finally, we strive to find ways to have each student connect and see themselves within our building through recognizing events like Remembrance Day, Terry Fox Run, Black History Month, Islamic Heritage Month, Christmas, and other Winter Celebrations to name a few.

Student Feedback from Spring 2023

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

- Most students feel they can learn about things that are important in the real world as well as be useful in school and in the next grade.
- Most students understand how they learn best and believe they can get help with their learning when they need it.
- Most students believe they are expected to and can do well in school, and they are supported to do their best.
- Most students feel they can always or often understand what they read.
- Most students feel they know how to use technology safely and respectfully.
- Most students feel that they are taught the components of self-care to support a healthy lifestyle and participate in physical activity regularly.

What do students think could be worked on or improved?

- Most students would like to increase their ability to connect learning to real life.
- Most students feel they only sometimes make a positive difference in their school or community.
- Most students report that they seldomly volunteer in the school community.

Parent Feedback from Spring 2023

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

- Most parents believe that students are provided opportunities to contribute positively to their school and/or community.
- Most parents feel that people of all cultures, identities, and backgrounds are accepted and valued at our school.
- Most parents feel that students are taught the components of self-care to support a healthy lifestyle and participate in physical activity regularly.

What do parents think could be worked on or improved?

- Most parents would like to see an increase in their child's ability to use numeracy skills to solve real life problems.
- Most parents would like to see an increase goal setting for learning.
- Most parents feel their child can sometimes get help with learning when they need it.
- Most parents feel the students/their child do not realize the impact of their participation in social media.

RVS Division Education Plan Survey Results

What does the survey indicate is going well?

- Students feel successful at school
- Students feel they have someone to talk to - a connected adult
- Students feel safe at school
- Students feel they can get help with their learning when they need it
- Parents feel that students have opportunities to learn about global diversity and world views
- Parents feel their child demonstrates ownership for their learning
- Parents feel that their child has opportunities to participate in meaningful learning experiences
- Staff feel that students have opportunities to be creative
- Staff feel that students have opportunities to make choices about their learning
- Staff have observed that students feel they are successful
- Staff feel that students have opportunities to demonstrate their learning in different ways
- Staff feel that students have opportunities to learn about global diversity and world views

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

- Students would like more opportunities to create things that show their learning
- Students would like to learn more things that they can use in their life
- Students feel they can improve on learning through reading
- Parents feel that students should have more opportunities to make choices in their learning
- Parents feel that their child does not feel successful at school
- Staff would like students to take more ownership for their learning
- Staff feel students can improve in their ability to use math to solve real life problems
- Staff feel that students can improve in their ability to recognize the impact of their participation in social media

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	17.12%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	64.88%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	37%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	68.45%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	96%

What does this data tell us is going well?

- Students with learning needs have plans, and their needs are being met to a high degree.

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

- We have some areas to further develop and focus on:
 - Our numeracy instruction must focus on where students are at, using the data collected to target groups of students through classroom instruction and intervention.
 - We have moved forward with our PBIS initiative, implementing a staff handbook and focusing on using common language throughout the school. The PBIS staff committee will work on making PBIS more visible in the school. Also, the committee will look at ways to reinforce and celebrate expected behaviours.
 - We are looking deeper into ways in which we can improve attendance by including attendance conversations at our regular staff meetings and our internal Student Support Group meetings.

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2251 Northcott Prairie School

Assurance Domain	Measure	Northcott Prairie 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	79.8	85.7	85.7	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	75.1	79.9	86.8	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	73.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	10.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.6	89.8	92.2	88.1	89.0	89.7	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.2	86.2	86.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	76.3	82.5	82.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	67.7	71.9	69.5	79.1	78.8	80.3	Very Low	Maintained	Concern

What does our data indicate is going well?

- Students and Teachers feel that the quality of education provided at Northcott has remained high.
- Students, Teachers, and Parents feel that students have the opportunity to receive a broad program of studies at Northcott, like fine arts, career technology, and physical education.
- Teachers (10% increase) and Grade 4 parents (46% increase) have indicated a significant growth in student’s lifelong learning skills.
- Students, Teachers, and Grade 4 parents (92%) indicated that NPS is welcoming, respectful, caring, and safe.
- Students and Teachers agree that students have access to the appropriate supports at school.

What does our data tell us could be improved on?

- Grade 7 Parents (68.9%) have indicated that student learning engagement should be improved, whereas Grade 4 Parents (90.9%) have seen this as an area of strength. We will look for strategies to engage our oldest learners.
- Teachers and Grade 7 Parents have indicated that student citizenship has declined. We will actively find ways to promote student citizenship within our school and community.
- Parents have indicated the quality of education could be improved. Our first goal, focusing on research-based pedagogy, will support and improve instruction in the building.
- Parents and Teachers feel that programs for children at-risk are not easy to access. We will continue to work with our RVS Divisional Support Team.
- Parent involvement in education continues to be an area of growth. Although we have a strong supportive School Council and School Society, we will continue to look for ways to engage our families in our school community.

*The survey results represent the voices of 26 parents out of 880 families.

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 by 15% over the next two years by implementing research-based approaches to learning in all areas?

School Goal 1: In one year, our literacy and numeracy rates will increase by 5% in grades 1 to 8.			
Data that informed this goal:			
Literacy:			
Fountas and Pinnell Benchmark Assessment – Grades 1 to 8			
Sept 2023*	Jan 2023*	Feb 2023*	May 2023*
Gr 6 - 91.4%	Gr 3 - 58%	Gr 1 - 38%	Gr 2 - 62.9%
	Gr 5 - 14%		Gr 4 - 72.8%
	Gr 7 - 82%		
	Gr 8 - 75.3%		
*at or above grade level			
Numeracy:			
Alberta Numeracy Screening Assessment – Grades 1 to 3			
MIPI results – Grades 4 to 8			
Sept 2023 MIPI*	Sept 2023 AB Numeracy*	Jan 2023 AB Numeracy*	
Gr 4 - 27.7%	Gr 2 - 60.8%	Gr 1 - 11%	
Gr 5 - 23.8%	Gr 3 - 76.8%		
Gr 6 - 32.9%			
Gr 7 - 27.3%			
Gr 8 - 17.2%			
*at grade level and above			
Connection to the practice guide(s):			

Instruction and Assessment- page 10- teachers triangulate data from a variety of sources (observation, conversation, product) to determine grades. Data is collected, analyzed, reported and used to guide instruction to support learning for all learners.

Inclusive Education- page 4- sustained multi-tiered systems of teaching and learning, supports and services to meet the diverse needs of all students and continuously and consistently use multiple triangulated data sources to guide and inform decisions, practice and pedagogy.

Professional Learning- pages 9 and 10 - principles of professional learning model.

Strategies:

- Professional learning/guest speakers in research-based literacy and numeracy approaches such as Thinking Classrooms, Response to Intervention model, Guided Reading with flexible groupings
- Provide time for teachers to observe best practices in action through learning walks and drop-in times, and encourage staff members to share their knowledge with others through carousel sessions during the March PL Day
- Support from division learning specialists in both literacy and numeracy (Second cycle Nov 7- Dec 7)

Measures:

- Alberta Numeracy Screening Assessment - grades 1-3
- MIPI - grades 4-8
- Fountas and Pinnell Assessment - grades 1-8
- Real Time Reporting through observation, conversation, and product
- Students with individual student success plans who are achieving their learning goals

Parents can:

- Support with regular reading and practicing Math facts at home
- Check PowerSchool regularly and have conversations with child about progress, reaching out to teacher with questions and suggestions on how to support at home
- Make numeracy and literacy a part of daily conversations

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • RVS and AB Assessments have been completed as per the RVS timeline. Results have been discussed in October and November grade team meetings (or month after assessment deadline). • Goal and strategies align with needs. 	<ul style="list-style-type: none"> • No adjustments needed at this time.

March 15	<ul style="list-style-type: none">• RVS and AB assessments are ongoing and continuous throughout the year.• Goals and strategies align with needs.	<ul style="list-style-type: none">• Using Learning Disruption Funds from the AB government, we have hired a part-time numeracy teacher to support small group instruction.• NPS has focused teacher support using a Literacy teacher, Learning Support teachers and Administrators to do small group instruction.
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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 be intentional about the teaching and learning environment created at NPS?

School Goal 1: In one year, the percentage of students, teachers and parents who report student growth and achievement in the areas of citizenship and lifelong learning will increase by 5%.

Data that informed this goal:

Alberta Education Assurance Measures Survey

Student Learning and Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

S.1 – 2022 85.7% to 79.8%

Student Growth and Achievement: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

A.6 – 2022 79.9% to 2023 75.1%

Lifelong Learning: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

A.7 – 2022 65.6 to 2023 72.3%

Work Preparation: Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

A.8 – 2022 81.8% to 2023 70.8%

PBIS

Tiered Fidelity Inventory

2019 13% to 2022 37%

PowerSchool Attendance

Percentage of students who are absent less than 10 per cent during the school year.

2022 68.45%

Connection to the practice guide(s):

Instruction and Assessment - page 6 - Teachers also provide instruction and assessment in the eight competencies related to knowledge, skills and attitudes developed for successful learning. The competencies apply across contexts and subject areas and assist students in meeting challenges and problem solving while building skills to create and innovate in all aspects of their lives.

Inclusive Education - 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.

Professional Learning – page 8 and 9 - principles of professional learning model.

Strategies:

- Being specific with students (what outcome they are learning) and explaining why, as well as encouraging goal setting as a regular practice for students in all classrooms
- Creating unique learning opportunities such as buddy time, diversity announcements, displays and activities, creating real world connections and applications
- Creating community involvement opportunities like volunteering, guest speakers, and supporting neighbours

Measures:

- Alberta Education Assurance Measures Survey
- Attendance Data
- Observation and walk thru data
- PBIS Tiered Fidelity Inventory

Parents can:

- Regularly check communication sources: Email, Prairie Post, School Website, PowerSchool, and myBlueprint
- Be active participants in their child’s learning by engaging with the school, their teacher and most importantly their child.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • Discussed with staff at November 16 staff meeting. • Goals and Strategies are aligned with needs as demonstrated through data and conversation. 	<ul style="list-style-type: none"> • No adjustments needed at this time.
March 15	<ul style="list-style-type: none"> • Regular monthly PBIS meetings and focus have led to a larger school-wide presence. 	<ul style="list-style-type: none"> • No adjustments need at this time.

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 create a strong culture of care with high expectations?

<p>School Goal 1: We will increase our PBIS Tiered Fidelity Inventory by 10% by our spring review.</p>
<p>Data that informed this goal:</p> <p>Alberta Education Assurance Measure Survey</p> <p>Learning Supports: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</p> <p>W.1 – 2022 86.2% to 2023 82.2%</p> <p>Safe and Caring: The percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for other and are treated fairly in school.</p> <p>B.4 – 2022 89.6% to 2023 87.6%</p> <p>PBIS</p> <p>Tiered Fidelity Inventory</p> <p>2019 13% to 2022 37%</p>
<p>Connection to the practice guide(s):</p> <p>Instruction and Assessment – page 9- Supporting Student Learning- student learning happens through a team approach. The team is comprised of classroom teachers, administrators, learning support teacher(s) and often support staff, using a collaborative support model.</p> <p>Inclusive Education– page 13 – “set out and teach school-wide behavioral expectations and acknowledgement”</p> <p>Professional Learning – page 9 - Standards of Professional Learning Model.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Continue to develop PBIS model through: utilizing schoolwide PBIS model, teaching expected behaviors through modeling and using clear and consistent language throughout the school • Creating learning environments that accommodate the learning needs of all students, provide opportunities for all staff to contribute to the school community through committee work, develop more opportunities for cross-grade collaboration and ensure continued mindfulness practice through the MindUp program

<ul style="list-style-type: none"> Continued collaboration with RVS and outside organizations such as Stepping Stones and the divisional support team to ensure that all students have the tools and support required 		
<p>Measures:</p> <ul style="list-style-type: none"> Involvement of community organizations PBIS Tiered Fidelity Inventory Alberta Education Assurance Measures Survey Rocky View Education Plan Survey Participation in extracurricular activities (Sports, Musical, Battle of the Books) 		
<p>Parents can:</p> <ul style="list-style-type: none"> Support curricular and extra-curricular activities that their child participates in Follow classroom blog/newsletter/social media communications, as well as the school's weekly newsletter Volunteer for school learning experiences and events 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> Discussed with staff at every monthly staff meeting. Discussed with staff at grade level meetings. Goals and strategies are aligned with needs as demonstrated through data, observations and conversations. 	<ul style="list-style-type: none"> No adjustments needed at this time.
March 15	<ul style="list-style-type: none"> Regular monthly PBIS meetings and focus have led to a larger school-wide presence. Increased participation in athletics and the fine arts program. 	<ul style="list-style-type: none"> No adjustments needed at this time.

School Council Review

Presentation of School Education Plan

Northcott administrators presented this School Education Plan to School Council at the October 5th meeting.

<p>School council comments:</p>
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- School Council expressed concerns with the overall parent involvement in the School Community. They believe that there are many opportunities for parents and parents need to choose to be involved on a more regular basis.
- Some engagement ideas were suggested: communication through homeroom teachers as an additional reminder, parent information sessions to support their child at home (ex. home reading and PowerSchool).
- School Council appreciates the parent support at the Welcome Back Social event and many fundraising events, such as the Read-A-Thon.

Signatures indicate agreement with the plan

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

A handwritten signature in black ink, appearing to read "R. B. Smith", written in a cursive style.

Principal signature on behalf of students and teachers of School

A handwritten signature in blue ink, appearing to read "D. M. Farley", written in a cursive style.