



Northcott Prairie 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 Northcott Prairie School, our plan and focus remain the same as we work towards achieving 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, we will continue to build towards our goals. 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 well-being. 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 an environment where students learn the skills to regulate their stress and emotions, form positive relationships, and act with kindness and compassion. All teachers are asked to be intentional in making career connections, specifically when on field trips and in complementary classes. We are also looking forward to holding our first experiential learning week for grades 7 and 8 in the spring. 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. This applies to both within the school building and in the broader community. These community connections create opportunities for students to develop global citizenship and be more prepared for the world beyond school as **future ready students**.

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 and the Alberta Government have initiated standard-based assessments in reading, writing, and math. 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 communities 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**.

The school leaders are committed to working alongside students, staff, and the community to achieve the division's educational goals through their holistic and research-driven approach.

Cheryl Steadman, Dan New, Devon Sawby

NPS Administration Team

School Profile

<p>Principal: Devon Sawby</p> <p>Assistant Principal(s): Dan New and 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 <p>Transparent about school-wide systems and structures</p>
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Total Number of Students: 1062

Grades Served: Kindergarten – Grade 8

Total Number of:

- Classroom Teachers: 39
- Learning Support Teacher(s): 2.5
- Learning Assistant(s): 11
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 4
- Caretaking staff: 5

School Diversity Profile

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

Notably, 3 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 17 per cent of our grade 1-8 school population. The most common first languages for these students are Punjabi, Tagalog, Persian and Gujarati.

As an inclusive school, we welcome 14 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. 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 2024

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

- Students feel that they are getting a good education with fun activities in class, especially in math and physical education classes.
- Students feel that the year-end Bison Awards are a great motivation for them.
- Students feel that they have access to a wide variety of home reading and learning commons books.

What do students think could be worked on or improved?

- Students would like to have more recess clubs and other activities during recess.
- Students would like to have more basketball nets and tarmac space.
- Students would like to have more activities with other grades.

Parent Feedback from Spring 2024

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

- Parents feel that teachers and the school create a welcoming place for students.
- Parents feel that there are programs and extra-curricular activities to engage students.

What do parents think could be worked on or improved?

- Some parents feel communication could be improved from teachers and the school.
- Some parents feel that more work should be sent home for students to complete.

*Based on responses from 7 families

RVS Assurance Results

	Data Source	Most Recent Results
EICS Math Assessment grades 4-10 who are not at risk	ECIS Math Assessment 2024	61%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	2023-2024 Dossier Data	76%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	2023-2024 BAS	81%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	2023-2024 RVS Writing Assessment	84%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	83%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	65.8%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	62.31%

What does this data tell us is going well?

- Our PBIS matrix and direct lessons are having a positive impact on student expected behaviours.
- Benchmark Assessment System (BAS) scores have improved by more than 16% from last year.
- Grade 3 and 7 students are strong writers.

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

- There hasn't been any improvement on student attendance.
- Continued focus on numeracy skills.

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.	56%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	51%
The average score for relevance, rigor and effective learning time.	65%
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.	74%
The percentage of students planning to finish high school.	67%
The percentage of students planning to pursue a trade, apprenticeship, college or university program.	65%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	68%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	58%

What does our data indicate is going well?

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

What does our data tell us could be improved on?

- Only half of NPS students identified they value school outcomes and have positive homework and studying behaviours.
- Developing opportunities for students to explore career opportunities as only 67% of NPS students plan to finish high school and 65% plan to pursue a trade, apprenticeship, college or university program.
- Continue to implement Positive Behaviour Intervention Strategies and tools for students to control emotions, foster positive classroom behaviours, and maintain focus on learning tasks.

Alberta Education Assurance Measure Results

Note: This survey was based on responses from 41 parents.

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	81.4	79.8	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	71.5	75.1	77.5	79.4	80.3	80.9	Low	Declined	Issue
	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	48.1	48.1	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	3.7	3.7	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	84.4	83.6	86.7	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCBSLE)	79.9	82.2	84.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	75.8	76.3	79.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.8	67.7	69.8	79.5	79.1	78.9	Low	Maintained	Issue

What does our data indicate is going well?

- As it has been in previous years, the quality of instruction in classrooms remains an area of strength.
- Students are still highly engaged in learning, as in previous years.

What does our data tell us could be improved on?

- Although achievement in several areas remains high, there are some decreases in achievement across all domains.
- Parent involvement is still a primary area of growth for community engagement.
- Citizenship opportunities were an area of concern by parents, which contrasted the data collected from staff and students.
- There is a need to continue to develop Welcoming, Caring, Respectful, and Safe learning Environments. This could be addressed by an increased focus on PBIS at NPS for 2024/25.

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 10% over 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%		
Sept 2024*	Jan 2024*	March 2024*	May 2024*
Gr 6 – 87%	Gr 3 – 67%	Gr 1 – 82%	Gr 2 – 74%
	Gr 5 – 85%		Gr 4 – 90%
	Gr 7 – 90%		
	Gr 8 – 91%		
*at or above grade level			
Numeracy:			
Alberta Numeracy Screening Assessment – Grades 1 to 3			
MIPI / EIC 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%		
Sept 2024 EIC	May 2024 AB Numeracy*	Sept 2024 AB Numeracy*
Gr 4 – 47.5%	Gr 1 – 75%	Gr 1 – 44%
Gr 5 – 68.2%	Gr. 2- 74%	Gr 2 – 51%
Gr 6 – 52.1%	Gr. 3- 79%	Gr 3 – 86%
Gr 7 – 66.2%		
Gr 8 – 69%		

*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.
- Implementation of new and revised RTI strategies for literacy.
- Creation of PLC groups for teachers, who meet monthly. Three groups will be explored in the areas of numeracy, literacy, and assessment.
- Staff wide analysis of assessment data and the development of common response to intervention strategies.
- When possible, grade teams will implement common numeracy and literacy times to provide for cross-class groupings.

Measures:

- Alberta Numeracy Screening Assessment - grades 1-3
- Elk Island Numeracy Assessment - 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.
- Be in regular communication with classroom teachers regarding student progress and how to support student learning needs from home.
- Make numeracy and literacy a part of daily conversations

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6th	<ul style="list-style-type: none"> • RVS Learning Specialist PL presentations and learning cycle conversations have increased teacher efficacy in literacy and numeracy instruction. • Implementation of multiple research-based resources to support RTI in grades 2-8. • Rich conversation and work from teachers in PLC (professional learning conversation) that supports literacy and numeracy instruction and assessment practices. • Continue to work on strategies identified above. 	<ul style="list-style-type: none"> • Addition of PBIS (Positive Behaviour Intervention Supports) to PLC for staff. • Additional specific instruction to English as an Additional Language Learners
April 4th	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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 creating a future-oriented teaching and learning environment 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 3% from 2024 to 2025.

Data that informed this goal:

Alberta Education Assurance Measures Survey

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

A.6 – 75.1% in 2023 to 71.5% in 2024

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

A.7 – 72.3% in 2023 to 67.2% in 2024

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 – 70.8% in 2023 to 67.5% in 2024

PBIS

Tiered Fidelity Inventory

37% in 2023 to 83% in 2024

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.
- Increased leadership opportunities for students at all grade levels.
- Continued development of authentic and rich exploratory classes in grades 6 to 8.
- Pilot a career-connected and experiential learning experience for students in grade 7 and 8.

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.
- Volunteer for school learning experiences and events.
- Offer career expertise and partnerships as part of connecting classroom learning to possible career pathways for students.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6th</p>	<ul style="list-style-type: none"> • School-wide community involvement opportunities include Christmas card campaign, Food Drive, and holiday hampers. • Class specific community involvement opportunities include seniors playing math games, individual experts, and literacy volunteers. • Leadership classes leading our recycling program, food drive, announcements, and student-led fundraisers to support community groups. 	<ul style="list-style-type: none"> • No adjustments required at this time.

	<ul style="list-style-type: none"> • Consistent buddy time that incorporates leadership and diversity conversations. • Continue to focus on strategies noted above. 	
April 4 th	•	•

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 to 85% 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 – 82.2% in 2023 to 79.9% in 2024</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 others and are treated fairly in school.</p> <p>B.4 – 87.6% in 2023 to 85.2% in 2024</p> <p>PBIS</p> <p>Tiered Fidelity Inventory</p> <p>37% in 2023 to 83% in 2024</p> <ul style="list-style-type: none"> • Student Questions TFI Fidelity 60% for Matrix understanding and 59% for positive office referrals
<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>

Inclusive Education– page 13 – “set out and teach school-wide behavioral expectations and acknowledgement”

Professional Learning – page 9 - Standards of Professional Learning Model.

Strategies:

- Continue to develop PBIS model through utilizing schoolwide PBIS model, teaching expected behaviors through modeling and using clear and consistent language throughout the school.
- Implement bi-monthly PBIS recognition for students.
- Ensure over 70% of students have been recognized by a positive office referral.
- 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.
- 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 supports required.
- Enlist additional student engagement to further the positive community culture at NPS.

Measures:

- 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)

Parents can:

- 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
December 6th	<ul style="list-style-type: none"> • PBIS recognition efforts have been well received by staff, students and families. • PBIS PLC to continue to develop lesson plans to target specific expected behaviours as outlined in our matrix and according to recognition timeline. • Continue to focus on strategies noted above. 	<ul style="list-style-type: none"> • Implement the RVS behaviour tracking tool.

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School Council Review

Presentation of School Education Plan

School council comments: (October 3 Council Meeting)

- Everything sounds good.

Signatures indicate agreement with the plan

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



Principal signature on behalf of students and teachers of Northcott Prairie School

