



Ralph McCall School

School Education Plan 2023/24



October 2023



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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

"One for all and all for one!" This phrase is the motto at Ralph McCall School and speaks to the community at the school. Community is evident in many ways. It is seen through strong teacher collaboration, cross-grade learning buddies, local high school mentors spending time with Ralph McCall students, a highly committed group of parents and in so many other ways.

Our goals for the 2023-24 school year were developed in consultation with students, parents and staff. Each group shared that the impact on students resulting from previous year's work was positive and their input contributed towards shaping the priorities for new goals. The school's goals align with the division's new four-year plan and target the overarching goals of advancing students' numeracy and literacy skills, building future ready students, and creating inclusive, engaging, healthy learning opportunities for all students.

To advance students' numeracy and literacy skills, we will be focusing on using multiple sources of assessment data to inform planning for instruction which will meet the diverse needs of all the students. Instructional strategies that incorporate student voice and choice will foster a learning environment that engages students. Parental support through home practice of skills and engaging in regular conversations with their child about their learning will assist their child in mastering numeracy and literacy skills.

Building future-ready students at the elementary level involves foundational skills and competencies that will support them in whatever the future holds for them. We will be working with intentionality to build skills related to the Alberta education student competencies: critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being. In addition, staff will engage in intentional instruction to build social skills such as kindness, respect, empathy, being polite, and resiliency. These skills are not only important for the development of future-ready students, they also are essential to creating a caring and inclusive environment for learning every day.

As part of creating inclusive, engaging, healthy learning opportunities, Ralph McCall School will continue our work with Positive Behaviour Interventions and Supports (PBIS). Parents are encouraged to use the common language and priorities on the school's PBIS matrix at home too. We will be developing lessons for each of the nine parts of our PBIS matrix so as to support students in learning about respect, safety and kindness. A school-wide approach consisting of common understanding and language for positive expectations will continue to be reinforced and practiced throughout our building!

Ralph McCall School looks forward to another year of working together as a community: staff, students, families, and community partners.



Elisa Korver
Principal



Sarah Morrison
Assistant Principal

School Profile

<p>Principal: Elisa Korver</p> <p>Assistant Principal(s): Sarah Morrison</p> <p>Website: https://mccall.rockyview.ab.ca/</p>	<p>Mission: Valuing all learners, we welcome all children in a safe and supportive environment where learning is engaging, meaningful, innovative, creative and fun.</p> <p>Vision/Purpose/Beliefs: To create an engaging, supportive and dynamic community that inspires a love of learning.</p>
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Total Number of Students: 550

Grades Served: K-4

Total Number of:

- Classroom Teachers: 23
- Learning Support Teacher(s): 2
- Learning Assistant(s): 10
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

School Diversity Profile

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

Notably, 5.5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent 6.2 per cent of our school population. The most common first languages for these students are Punjabi, Hindi, and Persian.

As an inclusive school, we welcome 2.9 per cent of our students who have significant learning needs.

Additionally, our school offers opportunities for students to connect with mentors from Bert Church High School's leadership class, showcase their learning in the fine arts through Grade level concerts and the spring Talent Show, and engage in their community through events like the Terry Fox run, food drives and Earth Day clean-up.

Student Feedback from Spring 2023

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

- That we get to do fun learning things like when we learned about plants and got to grow our own plants and take them home
- I like the art projects we got to do
- I like how our teacher gave us choices in what we got to do and our teacher listens to our ideas
- I like the in-school field trips or the special guests that come
- The library has so many books in it and lots of opportunities to learn about things in it
- I like the opportunities to help out in the school like in the library, recycling, and patrollers
- I really like all the equipment in the gym and what we get to do in the gym
- The field trips, in line skating, and in school field trips make learning fun!
- I like how there is a home reading program with books I like
- I like how my teacher teaches us things in different ways
- I feel safe when I am here
- partner work/grouping
- use myBlueprint
- “doing our earth day since we got to go outside”
- “having peace inside RMS”
- field trips

What do students think could be worked on or improved?

- I would like school to start later so that we can sleep in later, we need a better sleep
- We'd like to see older students or mentor students back here in the building more
- We'd like more books in the library
- We'd like an opportunity to create more
- We'd like to learn more about history
- We'd like more plants around the school to create a more calming effect to help students when they are feeling mad/down
- We'd like to be able to go on more field trips
- We'd like to find opportunities to invite community in to see what we are doing and learning about
- We want to open the kiosk and have food available
- I'd like to see the old decorations taken down and new decorations put up, like the stuff that shows it was a grade 7 and 8 school
- I'd like to see more art work up on the walls of our school from our current students
- I'd like a garden
- I'd like to see more plants in our school to make it more beautiful

Parent Feedback from Spring 2023

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

- Teachers are fantastic and do great work to support the students in many ways, especially given the significant complexities seen in almost every classroom.
- Appreciate focus on literacy and numeracy skills and like that there was additional funding support for some students who are not where they should be.

What do parents think could be worked on or improved?

- Parents do not feel they have a good sense of how their children are doing at school. PowerSchool is difficult to navigate as a parent, especially on the phone app, and more training is needed on how to use myBlueprint.
- More support is needed for students. All the assistant time seems dedicated to students who have significantly complex needs but those with mild/moderate needs do not get the support they require.

RVS Four-Year Plan Survey Results

[RalphMcCall_EdPlanSurvey_2023_06_13.pdf](#)

What does the survey indicate is going well?

- Strong appreciation of and value for a variety of cultures, identities, and backgrounds.
- Students participate in meaningful and useful learning opportunities.

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

- Parents and students indicate that students need more voice and choice in their learning. The survey results suggest that students need more opportunities to have input into their learning, to learn in a variety of ways, and to demonstrate their learning in different ways.
- Teachers, parents and students all indicate that more work is needed in literacy and numeracy. Less than 60% of parents believe their child can often or always express themselves through writing, apply numeracy skills, or learn through reading.

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.	MIPI	27.7%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.	BAS	58.1%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	67%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	51.2%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	69%

What does this data tell us is going well?

- The school is making steady progress in implementing PBIS.
- Students with IPPs are making progress towards their targeted learning goals.

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

- Numeracy skills are low and need to be an area for focus.

Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 0336 Ralph McCall School

Assurance Domain	Measure	Ralph McCall 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	85.0	86.7	86.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.7	83.0	80.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	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	92.0	94.0	93.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.6	88.7	88.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	74.6	73.6	73.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	73.1	76.2	71.0	79.1	78.8	80.3	Low	Maintained	Issue

What does our data indicate is going well?

- Our students model qualities of active and excellent citizenship: they help each other out, follow rules, show respect, get involved in the community, try their best)
- Parents and Students indicate the overall quality of basic education is excellent.

What does our data tell us could be improved on?

- We need to find ways to engage our parent community by increasing opportunities to involve them in decisions in their child's education.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We:

How might we achieve 75% of students in each grade level demonstrating grade-level competency in numeracy and literacy by June 2027?

School Goal 1: By June 2024, the percentage of students demonstrating at grade-level skills in numeracy and literacy will increase by 15% using Benchmark Assessment System (BAS) and Alberta numeracy screening assessment (ANSA) or Math Intervention/Programming Instrument (MIPI).

Data that informed this goal:

- Percentage of students reading at or above grade level based on BAS results from June 2023
 - Grade 1 – 37.4%
 - Grade 2 – 72.1%
 - Grade 3 – 50.5%
 - Grade 4 – 71.5%
- Percentage of students not at risk by June 2023 based on LeNS or CC3
 - Grade 1 – 66.7% (LeNS)
 - Grade 2 – 77.4% (CC3)
 - Grade 3 – 80.0% (CC3)
- Percentage of students with numeracy skills not at risk based on ANSA or MIPI as of June 2023
 - Grade 1 – 70.5%
 - Grade 2 – 65.4%
 - Grade 3 – 80.2%
 - Grade 4 – 28.2% (does not require attention); 42% (may require attention)

Connection to the practice guide(s):

Inclusive Education Practice Guide:

- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy. (Page 4)
- A universal design for learning approach can increase student engagement, academic, social-emotional, and behavioural success and help teachers best support the diversity of learners in their classrooms. (Page 14)

Instruction and Assessment Practice Guide:

- Students learn through purposeful instructional design. Keys to designing learning opportunities include, among others: engaging students as co-designers of their learning, meeting students

where they are, employing Indigenous Ways of Knowing throughout each stage of instructional design planning and implementation, and moving beyond the classroom walls. (Page 7)

Professional Learning Practice Guide:

- Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning. (Page 5)

Strategies:

- Teachers will use data from June 2023, along with triangulated data from fall 2023, to guide their planning for instruction in literacy and numeracy with attention to incorporating purposeful activities to engage all learners.
- Teachers will incorporate Indigenous ways of learning and knowing in their literacy and numeracy instruction. Professional learning will offer strategies to connect numeracy to indigenous ways of learning and knowing.
- 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:

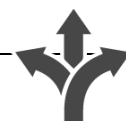
- Use student work, observations, conferencing and standardized assessments in literacy and numeracy every 4-6 weeks to assess progress and refocus priorities for instruction.

Parents can:

- Read regularly with their child, practice numeracy skills, and have meaningful conversations with their child about their learning.
- Ensure that students attend school regularly and plan extended absences during non-instructional times.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>-Teachers dug into June 2023 data and Sept data, where available, during embedded Grade team collaboration times. Additional data (triangulation of information) was also considered. Planning to support individual cohorts of students and whole grade instruction is ongoing.</p> <p>-Learning Specialist team has recently begun to work with teachers under the guiding question 'How can we plan instruction to meet the diverse needs of the students in our classes?'</p> <p>-Professional Learning (Nov. 20) – Engaging in Numeracy and Connection through First Nation, Métis, and Inuit Traditional Games (ATA Workshop)</p> <p>-Parents supported this goal through a fall Read-A-Thon that explicitly promoted</p>	<ul style="list-style-type: none"> • None at this time

	the importance of parents reading with their children.	
March 15	<p>-Learning specialist team concluded worked with staff in December. High teacher engagement and positive feedback about strategies to teach to diverse learners. Specialists also worked with Grade 3 and 4 teachers on the new RVS writing continuum tool.</p> <p>- Grade 2 teachers began targeted phonics instruction and mixed cohorts based on targeted learning goals. Report from the first cycle showed significant growth. A new cycle with revised groupings has begun.</p> <p>- Watched the overview of Layers of Writing during March PL Day.</p> <p>- Grade team collaboration times focused on numeracy instruction during January.</p>	<p>- In reviewing this plan with teachers, they feel our school should stay with the current goal. Improvements are being noted. However, there is caution that the goal may be too optimistic, particularly in Grade 4 due to the implementation of new Language Arts and Math curriculums and the shift in learning outcomes.</p>



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:

How might we infuse the Alberta Education student competencies into learning and make evidence of growth in the competencies visible to students and their families?

School Goal 1: By June 2025, students will use the digital portfolio myBlueprint at least 6 times per school year to share artifacts and reflections which demonstrate focus on and growth in the Alberta Education student competencies.

Data that informed this goal:

- 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 = 69.3% (APORI 2023)
- MyBlueprint data shows 124 students out of 556 in 2022-23 did not access myBluePrint at all. A random sampling of 25 students currently in Grades 3 and 4 uploaded an average of 2 things in 2022-23. The maximum number of uploads was 6 and some had no artifacts uploaded.

Connection to the practice guide(s):

Inclusive Education Practice Guide:

- School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community-at-large. (Page 6)

Instruction and Assessment Practice Guide:

- Kindergarten to Grade 12 students use myBlueprint, an online portfolio, to make their learning visible and reflect on their learning process/progress. (Page 9)

Professional Learning Practice Guide:

- Making learning and teaching in RVS visible between students, teachers and within the entire district provides acceleration and inspiration for knowledge transfer and future learning. (Page 15)

Strategies:

- During a Professional Learning Day, teachers will share strategies with their colleagues to build student capacity in the Alberta Education student competencies.
- Allocation of resources to increase teacher and parent expertise in using myBlueprint.

Measures:

- The percentage of parents that indicate students are taught attitudes and behaviours that will make them successful at work when they finish school will increase in the 2024 APORI survey.
- Students will upload evidence of their learning to their digital portfolio, myBlueprint, at least four times in the 2023-24 school year and a minimum of six times during the 2024-25 school year.

Parents can:

- Engage in ongoing conversations with their child and their child's teacher about their child's growth in the attitudes and behaviours required to be successful when they finish school.
- Access myBlueprint to see evidence of their child's progress towards building future ready students through the Alberta competencies.

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>-August PL day – discussion on using AB Competencies to Build Future Ready Students. Staff discussed adding more reflection to artifacts loaded into myBlueprint</p> <p>-Release time embedded for expert staff members to work with teachers for one hour per week.</p> <p>-Learning leader staff member was provided training through RVS PL (Train the Trainer).</p>	<ul style="list-style-type: none"> • None at this time.

	<p>-Nov 20 PL day – staff member led professional learning to support all staff in next steps with myBlueprint to continuously develop student digital portfolios.</p> <p>-Staff conversation - Each grade team will focus on two competency areas for this year. Staff goal for 2023-24 is a minimum of 4 uploads with reflections aligned with competency to myBlueprint.</p>	
March 15	<p>-Ongoing elbow to elbow support has resulted in most classes having at least one artifact loaded into myBlueprint to date.</p> <p>-Staff will have iPads available during March conferences so students can show their parents myBlueprint.</p>	<p>-Review of this goal indicated mixed optimism about achieving 4 entries for this year.</p> <p>-Staff discussion around accessing technology for uploads resulted in adding 'sharing of technology resources (iPads) between K-2 and 3-4 classes' as a strategy for achieving the goal.</p>



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:

How might we utilize Positive Behaviour Intervention Strategy structures to promote school safety and consistent understanding of positive behaviour in an inclusive school environment?

School Goal 1: We will increase our PBIS Tiered Fidelity Inventory to 80% by our next TFI assessment.

Data that informed this goal:

- Current 2022-23 TFI assessment – 67%
- Use of visual supports to scaffold PBIS Matrix practices
- Use of common language from Ralph McCall's PBIS Matrix
- Use of common definitions for each expectation from the PBIS Matrix

Connection to the practice guide(s):

Inclusion Practice Guide:

- Set and teach clear schoolwide behavioural expectations, positive acknowledgment practices and consistent consequences along a continuum. (Page 13)
- Positive acknowledgement, reinforcement through descriptive feedback. (Page 13)

Professional Learning Practice Guide:

- Job embedded PL – collaborative opportunities for guided conversation and co-creation of innovative practice (classroom PBIS). (Page 9)
- Ongoing, supported – organizational learning is ongoing, supported and fully integrated in RVS' culture (PBIS Coach). (Page 9)
- Learning communities – committed to continuous improvement, collective responsibility and goal alignment (PBIS committee). (Page 10)

Instruction and Assessment Practice Guide:

- How do they Learn? Students learn through purposeful instructional design. (Page 7)
- Move beyond the classroom walls. (Page 7)
- Include the applications of universal strategies. (Page 7)

Strategies:

<ul style="list-style-type: none"> • PBIS Committee to design lesson plans to teach positive expectations from behaviour matrix • PBIS Committee to plan reinforcement strategy for students' positive behaviour 		
Measures: <ul style="list-style-type: none"> • (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe. • (RVS) The percentage of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy (PBIS) at 80% fidelity as measured by the Tiered Fidelity Inventory. 		
Parents can: <ul style="list-style-type: none"> • Attend our school council meetings to learn about our PBIS progress • Read our school newsletter for PBIS communication and information • Reinforce PBIS language at home 		
Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<p>-School-based PBIS team has met with divisional coach (Jennifer Raitz) during monthly PBIS meetings</p> <p>-Nov 20 – Half day professional learning. PBIS 101 to bring new staff up to date and to remind all staff of the work that has been done to this point. Also introduced the concept of Classroom Ecology.</p> <p>-PBIS coach is scheduled to work with grade teams during their embedded collaboration times in December to build consistent expectations and language across teams and explore classroom PBIS and classroom management.</p> <p>-Detailed Principal's Message to parents in Sept. 22 Parent Newsletter about PBIS at the school followed by a standing PBIS featuring expectation from our matrix in each subsequent newsletter.</p>	<ul style="list-style-type: none"> • None at this time.
March 15	<p>-PBIS Committee has designed their first set of lessons to directly teach expectations about Kindness. Each of the 3 expectations ("We are welcoming", "We are polite", "We are helpful") were explicitly taught in a 3-week Kindness Campaign.</p> <p>-PBIS Committee designed a reinforcement strategy to coincide with the Kindness Campaign. When students</p>	<ul style="list-style-type: none"> • None at this time

	<p>were <i>caught</i> demonstrating any of the 3 expectations for Kindness, they earned a coloured heart that matched the coinciding expectation! The coloured hearts were put on display on a wall in the learning commons!</p> <p>-PBIS Committee has updated the Google classroom with additional resources and visuals. The next step will be to introduce this page to the rest of the staff for access.</p> <p>-PBIS Committee has created lanyard visuals for staff to wear to support them when speaking to students about positive behaviour expectations.</p>	
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School Council Review

Presentation of School Education Plan

School council comments:

- PBIS - Wonderings about parent communication when behaviour situations happen.
- PBIS – How can parents support the school to address and prevent bullying?

Signatures indicate agreement with the plan

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



October 10, 2023

Principal signature on behalf of students and teachers of Ralph McCall School



October 11, 2023