



**A.E. BOWERS  
ELEMENTARY**

**École A.E. Bowers Elementary School**

# **School Education Plan 2023/24**



March 2024

## Table of Contents

Administrators' Message .....	4
School Profile.....	5
Student Feedback from Spring 2023.....	6
Parent Feedback from Spring 2023 .....	6
RVS Four-Year Plan Survey Results.....	8
RVS Assurance Results.....	9
Alberta Education Assurance Measure Results.....	10
Advancing students numeracy and literacy skills.....	11
Building future-ready students.....	13
Creating inclusive, engaging, healthy learning opportunities for all students.....	17
School Council Review.....	19



# 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

We are excited to launch the first year of our new School Education Plan at École A.E. Bowers Elementary School with the focus on advancing students' numeracy and literacy skills, building future-ready students, and creating inclusive, engaging, healthy learning opportunities for all students.

Our first goal will focus on advancing students' literacy skills as the cornerstone of student learning. École A.E. Bowers Elementary School will follow a cycle of assessment to collect ongoing data that will inform our team's next steps to support and define targeted student interventions. At home, our families are encouraged to read with and to their children every day. Together, our school and families will plant the seed of the love of reading for life in every student.

Aligning our teacher assessment and reporting practices will be the focus of our second goal. In collaboration with Elder-in-Residence, Saa'kokoto, we will create authentic learning engagements that focus on process over and infuse competencies defined by Alberta Education: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being. At home, our families are encouraged to visit the Parent Portal with their children to share in conversations and celebrations together.

With our school values, "Bee" Safe, "Bee" Kind, "Bee" Responsible, our third goal will focus on school-wide consistency and clear expectations of our staff and students. We will consistently use the promises we created together to ensure all children and adults contribute to a welcoming school community in which everyone feels a sense of belonging. At home, our families are encouraged to continue the conversation and talk together on what it looks like, sounds like, and feels like to "bee" safe, kind, and responsible at home.

We are very grateful to be part of our children's learning journey in this beautiful school community and we are dedicated to building the foundation upon which our students will grow and flourish for life. We look forward to a wonderful school year ahead.

Yours in Education,

Jocelyn Littlefair and Lauren Condrashoff  
Administrative Team, École A.E. Bowers Elementary School

## School Profile

<p><b>Principal:</b> Jocelyn Littlefair</p> <p><b>Assistant Principal:</b> Lauren Condrashoff</p> <p><b>Website:</b> <a href="http://bowers.rockyview.ab.ca">http://bowers.rockyview.ab.ca</a></p>	<p><b>Mission:</b> In our language-enriched school, our staff, families, and community support each child to uncover their own gifts, talents, and passions. We optimize student learning through authentic experiences and empower every child to develop resilience and empathy, and to recognize and achieve their potential.</p> <p><b>Beliefs:</b> Our school community nurtures learners in a safe and caring environment focused on support, engagement, and a sense of value and belonging. Using the lens of inclusion and indigeneity, we empower students through the development of Literacy, Numeracy, and Competencies to become reflective and resilient thinkers who work independently and collaboratively with others.</p>
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**Total Number of Students:** 496

**Grades Served:** Kindergarten to Grade 5 (FI) / Kindergarten to Grade 4 (English)

**Total Number of:**

- Classroom Teachers: 20
- Non-enrolling certificated staff: 2
- Learning Support Teacher(s): 2
- Learning Assistant(s): 8
- 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, École A.E. Bowers Elementary School 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 7.25 per cent of our school population. The most common first languages for these students are Urdu, Hindi, and Gujarati.

Additionally, our school offers dual track programming in English and French Immersion and our proximity to natural wetlands offers authentic opportunities to learn from the land. Our students learn by doing by partaking in subjects and activities such a makerspace, patrols, recycling initiatives and numerous clubs such as Pokémon and a soccer leadership program in partnership with W.X. Croxford.

## Student Feedback from Spring 2023

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

- Students enjoy the quality of teaching.
- Students enjoy what they are learning.
- They like how they are learning it!
- Students enjoy the physical education activities and programming.

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

- Ways to increase their engagement and enjoyment of numeracy.
- Ways to increase their engagement and enjoyment of literacy.
- People in the building helping them to do their best.
- How to think critically about what they are learning.
- Adults in the building listening to and acting on their ideas.



## Parent Feedback from Spring 2023

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

- Student literacy skills.
- Student numeracy skills.
- Quality of teaching.
- Teachers were able to help their child when needed.
- The school provides a safe and caring environment.

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

- Children getting help with problems not related to academics.
- More clarity around what volunteer opportunities are available.
- More experiential learning, e.g. field trips, hands-on, etc.
- Children are learning what they need to know.



## RVS Four-Year Plan Survey Results

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

- Students know how to make a positive change.
- Students are being provided opportunities to contribute to the school.
- Students are learning important things.
- Students have opportunities to be creative.
- Parents and students both felt learners are healthy and safe at school.
- Students and families feel respected and represented.

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

- Only half of Grade 4 students reported they are having fun in their learning.
- Opportunities for students to create things to show what they know.
- Student ideas being listened to and acted on.
- Continuing our work on mental health strategies.





## 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	63%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	19%*
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	64%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	60%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	56%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	98%

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

- Students on IPPs have attainable goals and are achieving them.
- We have made significant strides in our PBIS work in the past several years (over 30% growth).

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

- Student attendance continues to be an area of concern.
- BAS data has room for growth.
- GB+ data is an area of concern.



## Alberta Education Assurance Measure Results

Assurance Domain	Measure	A. E. Bowers Elem. Sch.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.4	81.0	81.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	74.3	80.5	79.7	80.3	81.4	82.3	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	89.5	90.6	90.3	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.6	85.5	85.5	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	68.9	78.0	78.0	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	68.5	78.9	76.4	79.1	78.8	80.3	Very Low	Maintained	Concern

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

- Overall, parents, students, and families are satisfied with the Teaching and Leading at École A.E. Bowers Elementary School that results in high quality of student education.
- Overall, parents, students, and families are satisfied with student learning engagements that result in positive Student Growth and Achievement.

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

- Parental engagement and involvement continue to remain important issues in the governance of our school community.
- Student access to learning supports and services will be a focus to support the inclusive needs of our children.
- Student citizenship has declined and is important to support sense of community.



## 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 use assessment to monitor student growth and learning to inform systems of support for both teachers and students?

<p><b>School Goal 1:</b></p> <p>By June 2024, we will align our literacy assessment school-wide to track student growth and to inform and enhance teacher professional practice.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Literacy data from Dossier</li> <li>• Literacy data from grade team meetings</li> <li>• Student need data from Classroom Reviews</li> <li>• Teacher consultation to align assessment practices</li> </ul>
<p><b>Connection to the practice guides:</b></p> <p>Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> <li>• All stakeholders have ongoing responsibilities, opportunities, relationships, and resources that develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically, and emotionally safe and responsive learning environments. School and system staff, families, and community partners are committed to ongoing and meaningful collaboration to support the success of all learners. - page 9</li> </ul> <p>Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> <li>• Teachers meet students where they are and support them in the journey to where they need to go and want to be. A comprehensive assessment program provides relevant information about a learner. Assessment is to be ongoing, meaningful, consistent, and accurate for all students. When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process. - page 7 and 9</li> </ul> <p>Professional Learning Practice Guide</p> <ul style="list-style-type: none"> <li>• Learning and growing together to meet the needs of students and optimize learning for all requires professional learning to be grounded in data. Data related to student learning drives professional learning for individuals and propels our collective efficacy. As a learning organization, it is critical to build capacity through a systemic and generative framework. Stakeholders share an understanding of and commitment to intended outcomes. Research and evidence: current research, evidence, and lessons learned inform implementation decision. - page 5, 6, 7</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• FI and English program teachers will have team meetings to discuss and align current assessment practices – with divisional specialist consultation.</li> </ul>

## School Education Plan 2023/24

- Teachers will review centrally stored data of student literacy scores for every student to track student growth and inform instruction and intervention.
- We will infuse a push-in model of literacy support that includes intensive and targeted intervention and teacher coaching.
- Teachers and School Council will plan a literacy night to encourage and support parent/guardian involvement.

### Measures:

- School-wide literacy data with beginning, middle and end of year benchmarks
- Tools used:
  - Kindergarten to Grade 1: BAS, GB+, LeNS, RRST
  - Grade 2: BAS, GB+, LeNS, AEB School Phonics Inventory, AEB Teste de la conscience phonologique et phonémique
  - Grades 3 to 5: BAS, GB+, CC3, Houghton Mifflin Phonics/ Decoding Screening Test, AEB Teste de la conscience phonologique et phonémique,
  - All grades at the end of the year: NCDSB Early Literacy Screening Tool

### Parents can:

- use Real-Time Reporting to stay informed of student progress; and
- support literacy skill-building through home reading (encourage daily routine of students reading to self and with others).

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	Steering team met the week of November 20 <sup>th</sup> . The team reflects that they appreciate there is literacy data centrally housed (in a colour-coded spreadsheet), but some clarity around expectations for spring and summer literacy assessments would be beneficial (how the level of proficiency will change). They would also like to be able to see the major areas for growth in other grades.	We are in the process of creating an “AEB assessment guide” which includes the parameters for all assessments at the school level and RVS, and what follow up will look like for support structures. We will be moving to a more solid MTSS model for intervention.
<b>March 15</b>	Spreadsheets have been made. Data is being tracked and updated. A literacy coach has been hired. Students in every grade (apart from English Kindergarten) have been flagged for literacy needs and are receiving support in some capacity, including intervention, teacher support or coaching, small group or whole class change of pedagogy.	We are working to create more clarity around the assessment schedule specific to A.E. Bowers and ensuring every staff member understands their role in tracking and intervention. We are adjusting our plan to ensure that our assessment timelines complement rather than contradict the Alberta Education and Rocky View Schools assessment timelines.





## 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 provide meaningful, experiential, authentic learning engagements to all students that utilize decolonized practices?

<p><b>School Goal:</b></p> <p>We will increase our inclusive, decolonized model of assessment and reporting by 10% by the end of May 2024.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Teacher survey results that include specific exemplars of decolonized model of practice</li> <li>• Staff feedback from SEP planning sessions</li> <li>• Inconsistent student use of myBlueprint for goal setting and reflecting on learning</li> <li>• Inconsistent use of RTR among staff, specifically:             <ul style="list-style-type: none"> <li>○ types of student performance used for summative assessment</li> <li>○ frequency and amount of data input for formative and summative assessment</li> <li>○ amount and specificity of comments input</li> </ul> </li> <li>• Staff is currently more focused on Indigenous content rather than Indigenized pedagogy</li> </ul>
<p><b>Connection to the practice guides:</b></p> <p>RVS Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> <li>• Approach to Supporting Indigenous Education: We are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action... By incorporating these practices, we will be supporting the inclusion of all. – page 9</li> <li>• Pillars of UDL: Multiple Means of Representation – Provide all learners with multiple ways to acquire information and to learn. Multiple Means of Expression – Balanced assessment (ongoing observations, conversations, and products) provides all learners with multiple ways to demonstrate understanding and learning. – page 14</li> </ul> <p>RVS Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> <li>• Kindergarten to Grade 12 students use myBlueprint, an online portfolio, to make their learning visible and reflect on their learning process/progress. – page 9</li> </ul> <p>RVS Professional Learning Practice Guide</p> <ul style="list-style-type: none"> <li>• Principles of professional learning model. – page 9, 10</li> </ul>

RVS Real-Time Reporting (RTR) Guide (K-9)

- Portfolios have an increased presence with the rollout of RTR as they provide an ongoing record of student learning. The portfolio process includes selecting, organizing, and reflecting on artifacts. All RTR schools will use myBlueprint as their portfolio platform. – page 6

**Strategies:**

- We will work with Elder-in-Residence Saa'kokoto to discuss what Indigenized assessment can look like with his support, such as storytelling and land-based reflective processes.
- Teachers will create curriculum planning evidenced with authentic experiences, assessment outcomes, and student use of myBlueprint.
- Teachers will introduce planning that focuses on process over product.
- We will pilot through selective classes the use of myBlueprint by students to reflect on their learning, set goals, and communicate their skill-building journey with their families.
- Using the resources, Natural Curiosity and The Shift to Student-Led as staff anchor points, we will guide staff during our PL days to triangulate student learning data through observation, conversation, and product.

**Measures:**

- Teachers will triangulate data and assessment practices, with a shift from primarily product-based to add process-based assessment, evidenced in RTR.
- Teachers will use collaborative processes with assessment practices wherein students help construct assessment, evidenced in formative qualitative data within the Parent Portal.
- Students will use self-reflection as an essential component of assessment. Students will purposefully reflect upon their competencies, learning, and goal setting. This will be evidenced through myBlueprint in select pilot classes.

**Parents can:**

- visit the Parent Portal and myBlueprint with their children to share in conversations and celebrations together.

**School Education Plan 2023/24**

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	Steering team met the week of November 20 <sup>th</sup> . The team reflects that our current goal did not include specific measurable progress. The team has rectified this using a starting point survey for staff and admin.	Our goal has been updated to include data that will enable us to track measurable progress from the initial survey.
<b>March 15</b>	<p>Our steering team is collaborating with the RVS Indigenous Branch.</p> <p>A pilot class in our school was selected to work with Gretchen Riel and Dawn Granley on implementing divisional assessment practices through a decolonized lens. The class carried out multiple lessons, then presented to staff the results of this work. Teachers were supplied with resources, including work on The Shift to Student-Led.</p> <p>Half of the teaching staff of A.E. Bowers have committed to completing a 30-hour certification program, "Take Me Outside" to delve deeper into decolonized assessment and reporting practices.</p>	We will be adjusting our plan to provide more support for our team in understanding how these assessment practices can and should look in RTR.





## 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 use Positive Behavioural Intervention Support (PBIS) Structures to foster a sense of belonging in our inclusive school environment?










<p><b>School Goal:</b></p> <p>We will increase our PBIS Tiered Fidelity Inventory (TFI) by 10% by our next TFI assessment in May 2024.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Amount of behavioural concerns and impromptu office referrals</li> <li>• Results of our school Tiered Fidelity Inventory (conducted in May)</li> </ul>
<p><b>Connection to the practice guides:</b></p> <p>RVS Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> <li>• Multi-Tiered System of Supports (MTSS) - A MTSS is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem- solving and decision making is practiced across the universal, targeted, and intensive tiers for supporting all students. – page 12</li> <li>• Positive Behavioral 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. – page 13</li> </ul> <p>RVS Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> <li>• 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. - page 10</li> </ul> <p>RVS Professional Learning Practice Guide</p> <ul style="list-style-type: none"> <li>• Principles of professional learning model – page 9, 10</li> </ul>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• August PBIS Professional Learning with RVS PBIS Learning Specialist will support consistent messaging about purpose and roll-out of PBIS.</li> <li>• We will roll out our student and staff school value matrices.</li> <li>• We will make a school behaviour flowchart to support students and staff in response to unexpected behaviours.</li> </ul>

**School Education Plan 2023/24**

<ul style="list-style-type: none"> <li>As a staff, our PBIS SEP Team will coach the use of positively framed common language from the matrix in adult-to-student interactions.</li> <li>Staff school tour will define Kind, Safe, and Responsible behaviours throughout specific hot spot zones.</li> <li>We will develop specific matrices for hot spots, starting with the soccer field, the bus and bathrooms.</li> <li>We will create school-wide lesson plans for classroom teachers to model explicit instruction on school expectations in zones.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Data from Classroom Review Meetings will reflect growth in PBIS implementation.</li> <li>Office referrals due to student behavioural challenges will decline.</li> <li>Our TFI assessment will increase.</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>continue the conversation, talk together, and develop a family matrix on what it looks like, sounds like, and feels like to “bee” safe, kind, and responsible at home.</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>November 24</b>	Steering team and RVS PBIS Learning Specialist met the week of November 20 <sup>th</sup> . Goal is aligned as demonstrated through data and observations.	An additional strategy has been added to include creating an executing a series of school-wide lesson plans for classroom teachers to model explicit instruction within specific locations.
<b>March 15</b>	<p>We have created and shared to our school community our Student and Staff PBIS matrices. We have hosted monthly school wide PBIS assemblies and with clarity amongst the most challenging zones of student behaviour in our school environment, including soccer fields, hallways, and bathrooms. Matrices for each of these zones have been created and shared with students, along with lesson plans to teachers. Monthly assemblies and zone-based matrices will continue through the end of the year.</p> <p>School-wide “Spotted” stickers are given to students when they are observed modeling the positive behaviours. Weekly celebrations with all students who are “spotted” ensue, and each week, a class in each hallway (grade) is awarded with the “AEBee Awesome Award” for excellence in citizenship.</p> <p>A PBIS bulletin board reinforcing lessons surrounding expectations will continue to be updated with student-engagement opportunities.</p>	Our PBIS coach suggested to go back to our general Student matrix and teach each value independently in a more general form before continuing with specific areas. We will reinforce positive language to staff. We will reinforce ways to use more positive-based language to staff when addressing our school values to students and when correcting student behaviour.










## A.E. Bowers Elementary School VALUES

As students of A.E. Bowers Elementary School, we promise to...

"BEE" SAFE	"BEE" KIND	"BEE" RESPONSIBLE
Hands, feet, and body to self	Helping hands	Try your best first, then ask for help
		
Move your body safely	Property pride	Help keep our school tidy
		
Respect self and others	Speak kindly and respectfully	Follow directions from all adults in our school
		

## A.E. Bowers Elementary School VALUES

As staff of A.E. Bowers Elementary School, we promise to...

"BEE" SAFE	"BEE" KIND	"BEE" RESPONSIBLE
Communicate respectfully and professionally	Listen actively to first understand, then be understood	Adopt and exercise a growth mindset
		
Support and include everyone	Maintain a trusting and judgement-free environment	Contribute to the school community
		
Celebrate each other's successes	Promote positivity and validation	Be our best selves
		

## School Council Review

### Presentation of School Education Plan

#### School council comments:

- We as parents would like to learn how we can support our kids at home on the literacy goal. We would like to learn strategies to help our children find more enjoyment of achieving these goals. This is the biggest challenge for us – to help our children see reading as a fun activity. Accessing a list of high-interest books of various genres and topics at just-right levels in both French and English would also be very helpful for us.
- We would love to see a family literacy scavenger hunt evening that encourages student skill-building and parent engagement in a fun community-building game where children can win a book!
- Within the school goal Building Future-Ready Students, inclusion encompasses all students, family structures, languages, and cultures. It will be important to continue to ensure that all students are able to see themselves and their unique families represented in the school community to celebrate the diversity that makes up our safe and caring school. This will also align with the Indigenous ways of being and knowing.
- Parent engagement remains very low. To increase parent engagement in the school, perhaps a school-wide year calendar can be constructed that cycles cultural events, celebrations, and activities partnered with school volunteering opportunities. If parents have a personal investment to see their child’s culture represented, it is hoped that they will engage more in the school.
- It will be important to provide families with information in advance that clearly communicates the “why” factor behind curricular outcomes, projects, or cultural events. This will help families to stay engaged in their child’s learning, to stay informed about the student learning outcomes, and to curv potential misinformation coming from external sources.
- Reporting monthly updates on the school’s PBIS journey at School Council and also in the Bowers Buzz will help families to stay informed and join the conversation about the values.
- We as parents can also start the conversation to create a “Family Values” matrix that aligns with the student and staff matrix that was created last year.

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of École A.E. Bowers Elementary School**



**Principal signature on behalf of students and teachers of École A.E. Bowers Elementary School**

