

École A.E. Bowers Elementary School

School Education Plan 2024/25



October 2024



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Dear École A.E. Bowers Elementary School Community,

As we embark on another exciting school year at École A.E. Bowers Elementary School, we want to take a moment to reflect on our shared journey and introduce our revised School Education Plan for 2024-2025. Last year, we laid a strong foundation focused on advancing our students' numeracy and literacy skills, building future-ready learners, and fostering an inclusive, engaging, and healthy environment. Your partnership has been invaluable, and together we've made strides in cultivating a community where every child can thrive.

This year, we will build upon that foundation with four key priorities that will guide our efforts and shape our students' learning experiences:

1. **Increase French and English Literacy Assessment Results by 10% by June 2025:** Building on last year's focus, we will implement a comprehensive literacy program aimed at enhancing our assessment practices. By continuing to gather ongoing data, we can tailor our interventions to meet each student's needs and foster a love for reading at home and school.
2. **Align Numeracy Practices Across the School:** Consistency in our numeracy instruction is essential for student success. We will work collaboratively to ensure that our teaching methods and assessment tools are aligned across all grades, allowing our students to build a solid foundation in mathematics.
3. **Increase Student Understanding and Acceptance of Diverse Cultures:** Embracing diversity is a cornerstone of our school's values. We will implement programs and activities that encourage students to explore and appreciate the beliefs, values, attitudes, and behaviors of individuals from various cultures. This commitment to understanding will help cultivate empathy and global citizenship among our learners.
4. **Increase Our PBIS (Positive Behavioral Interventions and Supports) Score by 10% by June 2025:** We are committed to fostering a positive school climate through the PBIS framework. By reinforcing positive behaviors and implementing clear expectations, we will create a supportive environment that encourages all students to thrive. We will work collaboratively with students, staff, and families to track our progress and celebrate our achievements in this area.

We believe that every family plays a vital role in this journey. Your involvement, whether through daily reading at home, engaging in cultural discussions, or participating in school events, will strengthen our efforts to support our students' growth and success.

Thank you for your continued support and dedication to our school community. Together, we are creating a nurturing and dynamic environment where every student is empowered to reach their fullest potential. We look forward to a year filled with growth, collaboration, and success.

Yours in education,
Jocelyn Littlefair and Veronica Hooper, Admin Team
École A.E. Bowers Elementary School

School Profile

<p>Principal: Jocelyn Littlefair</p> <p>Assistant Principal: Veronica Hooper</p> <p>Website: http://aebowers.rockyview.ab.ca</p>	<p>Mission: 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>Beliefs: 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: 493

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, 7 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. As an inclusive school, we welcome 1.6 per cent of our students who have significant learning needs.

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.H. Croxford.

Student Feedback from Spring 2024

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

- Students enjoy their teachers! They are engaged in hands-on learning, and they feel cared for.
- Students are leaders! They enjoy leading and participating in lunch clubs.
- Students are kind! They like being peer helpers.
- Students are learning good sportsmanship! They are enjoying fair play.

What do students think could be worked on or improved?

- Increased student leadership opportunities throughout the school year
- Ways to increase engagement in and enjoyment of numeracy
- Ways to increase engagement in and enjoyment of literacy
- Ways to increase opportunities to bridge learning between school and home



Parent Feedback from Spring 2024

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

- Literacy and reading programs
- Excellent school engagement in community projects
- Excellent ongoing parent communication
- Learning and celebrating diversity
- French immersion learning
- Play-based learning
- Students are cared for by all staff at the school
- Students come home excited about what they are learning
- Excellent use of locally accessible areas
- Students are developing social skills

What do parents think could be worked on or improved?

- Increased understanding of work done at school to help social emotional development and increased interpersonal relationships
- Increased student supports in school
- Increased focus on the immersion aspect of French Immersion program



RVS Assurance Results

	Data Source	Most Recent Data
EICS Math Assessment grades 4-10	ECIS Math Assessment 2024	52% of students not at risk
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 5.	Groupe Beauchemin+	20.4%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 5.	BAS	56%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3	RVS Writing Assessment	28%
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%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	80%

What does this data tell us is going well?

- PBIS has been impactful. Staff, students, and community members appreciate the clear expectations, positive reinforcement, and explicit teaching for student success, and our TFI inventory reflects this.
- Students with IPPs are being supported with strategies tools that are allowing the majority to successfully meet their learning goals.

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

- The data shows us that we need to support our French Immersion students to increase their literacy and writing skills. All students would benefit from tailored writing support.
- The data indicates that it will be important to increase focus on student writing assessment in the upcoming school years.



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.	78%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	65%
The average score for relevance, rigor and effective learning time.	7.5
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.	84%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.7
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	66%

What does our data indicate is going well?

- Students have a good balance of goal setting, a positive sense of self, including time devoted to preferred activities.
- Students are engaged in learning; they are motivated to learn and develop new skills.

What does our data tell us could be improved on?

- Areas of improvement include working alongside families to better understand and value school outcomes and to have a positive outlook on at-home learning and skill development.
- Continuing to focus on explicit instruction on social emotional learning will support students to regulate and attend to learning.



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	Student Learning Engagement	75.4	82.4	81.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.0	74.3	77.4	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	73.3	89.5	90.0	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	79.6	82.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.5	68.9	73.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.6	68.5	73.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

What does our data indicate is going well?

- Families have indicated that they appreciate the opportunity for developing citizenship skills and working to build a strong community.
- We continue to have and maintain welcoming, caring, respectful and safe learning environments, which mirrors our strong PBIS results.

What does our data tell us could be improved on?

- Parent response to the Alberta Education Assurance Measure was incredibly low this school year. Approximately 4 percent of families responded to the survey this year.



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>School Goal 1:</p> <p>By June 2025, we will increase our student reading results by 10%.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> From 39.3% of students not yet meeting expectations in English and 86.1% not yet meeting expectations in French to 29.3% of students not yet meeting expectations in English and 76.1% not yet meeting expectations in French. This data was pulled from the 2023-24 BAS F&P reading assessments in English and GB+ reading assessments in French.
<p>Connection to the practice guides:</p> <p>Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> 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 <p>Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> 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 <p>Professional Learning Practice Guide</p> <ul style="list-style-type: none"> 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
<p>Strategies:</p> <ul style="list-style-type: none"> Fl and English program teachers will have team meetings to discuss and align current assessment practices – with divisional specialist consultation.

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- 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 during Learning Conferences in March to encourage and support parent/guardian involvement.

Measures:

- School-wide literacy data with beginning 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
December 6	<ul style="list-style-type: none"> • Horizontal and vertical alignment of classroom literacy practices continue to develop amongst homeroom teachers. • Data was analyzed from student reading assessments. Students requiring intervention were placed in small groups depending on their skill development need. • The first six-week rotation of small group intensive literacy intervention began the first week of November and will carry through to December 6th. • A post-assessment will ensue the second week of December. Data compiled will inform the next small group intensive intervention round, which will begin on January 6th. • Substitute teacher shortages, particularly through the month of November, negatively impacted the continuity of the daily literacy intervention practice. 	<ul style="list-style-type: none"> • The goal has been adjusted from increasing student literacy assessment testing results to specifically focus in on increasing student reading skill development.
April 4		



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>School Goal 2: By June 2025, we will increase our student numeracy assessment testing results by 10%.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> From 29.7% of total students falling in the at-risk category to 19.7%. This data was pulled from the 2023-24 aggregate numeracy data as inputted into Dossier.
<p>Connection to the practice guide(s):</p> <p>Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> 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 <p>Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> 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 <p>Professional Learning Practice Guide</p> <ul style="list-style-type: none"> 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
<p>Strategies:</p> <ul style="list-style-type: none"> We will align our numeracy assessment school-wide to track student growth and to inform and enhance teacher professional practice. Teachers and School Council will plan a numeracy night during November Learning Conferences to encourage and support parent/guardian involvement. Using EICS numeracy data results, teachers will work to differentiate numeracy instruction to support students requiring intervention.
<p>Measures:</p> <ul style="list-style-type: none"> School-wide numeracy data with beginning and end of year benchmarks

<p>Parents can:</p> <ul style="list-style-type: none"> • use Real-Time Reporting to stay informed of student progress; and • support numeracy skill-building through home numeracy (i.e.: encourage and engage in daily numeracy games with children). 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • Aligning classroom practices of numeracy skill development including use of manipulatives, centres, intervention groups, and games is ongoing. • Homework expectations are aligned across the school from worksheet completion to engaging in numeracy games at home. • Family Numeracy Nights took place during learning conferences on the first week of November. • Each child in the school now has a home family numeracy game kit. Families are challenged via homeroom teacher weekly communication and school-wide monthly newsletters to play skill-building games at least once per week throughout the school year. 	<ul style="list-style-type: none"> • Using the EICS numeracy data results, we have adjusted our school strategies to include differentiation of instruction specifically to target students requiring intervention.
<p>April 4</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).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How might we provide students with meaningful, experiential, authentic learning engagements that address empathy and acceptance to accelerate personal growth and well-being as global citizens?

<p>School Goal:</p> <p>In order to increase student understanding and acceptance of the beliefs, values, attitudes, and behaviours of those from other cultures, we will see a decrease of office referrals due to racially charged and gender-based language and harassment by 10%.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> As taken from OurSchool Data, which found in 2023-24 that 82% of students in this school had awareness of other cultures. 86% of the girls and 78% of the boys in this school had awareness of other cultures.
<p>Connection to the practice guides:</p> <p>RVS Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> Through inclusive education, students, teachers, support staff, and parents strive to actively, collaboratively, and intentionally remove barriers faced by children and youth related to gender, age, race, ethnicity, religion, culture, or disability. Inclusive societies and social justice are the why, meaningful relationships and instruction are the how. – page 6 <p>RVS Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> Teachers ... 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. – page 6 <p>RVS Professional Learning Practice Guide</p> <ul style="list-style-type: none"> Principles of professional learning model. – page 9, 10
<p>Strategies:</p> <ul style="list-style-type: none"> We will engage students in a year-long scope and sequence of learning and exercises on conflict resolution, relational aggression, mental wellness, social emotional learning, and radical empathy to create an environment of acceptance and inclusion. We will integrate student goal-setting strategies, where students set relevant, attainable goals and exert deliberate and persistent effort to achieve them. We will formally track office referrals related to targeted harassment and aggression.
<p>Measures:</p>

<ul style="list-style-type: none"> • Decreased number of instances of targeted harassment and aggression • Qualitative data from OurSchool open-ended question 		
<p>Parents can:</p> <ul style="list-style-type: none"> • Encourage Open Conversations: Talk with your children about different cultures, backgrounds, and perspectives. Share stories, books, or media that celebrate diversity and promote empathy. • Model Inclusive Language and Behavior: Be mindful of the language used at home and how you discuss differences. Demonstrate respectful and inclusive language and address any instances of discrimination or bias when they arise. 		
Check-Ins	Progress and Analysis	Adjustments to Plan
<p>December 6</p>	<ul style="list-style-type: none"> • The scope and sequence of radical empathy exercises with Bryan Saint-Louis were delayed until November. • Ongoing work with Stepping Stones for Mental Health, including two 12-week programs of Building Mental Wellness and Mind Up, began in November. • Targeted, small group work to support student conflict and negate relational aggression commenced in October. • During the December 2nd PL day, staff learning focused on integrating myBlueprint to support student goal-setting strategies. Staff readiness to utilize the myBlueprint platform varies greatly. Elbow-to-elbow teacher assistance and classroom support is now ongoing. 	<ul style="list-style-type: none"> • The school expanded service providers resulting from the delay of the radical empathy coach. The school strategy was revised to reflect this change.
<p>April 4</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.

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>School Goal:</p> <p>We will increase our PBIS Tiered Fidelity Inventory (TFI) by 10% by our next TFI assessment in May 2025.</p>
<p>Data that informed this goal:</p> <ul style="list-style-type: none"> At the end of 23-2024, our TFI results were 83%. By the end of this year, we hope to achieve 93% in our TFI inventory.
<p>Connection to the practice guides:</p> <p>RVS Inclusive Education Practice Guide</p> <ul style="list-style-type: none"> 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 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 <p>RVS Instruction and Assessment Practice Guide</p> <ul style="list-style-type: none"> 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 <p>RVS Professional Learning Practice Guide</p> <ul style="list-style-type: none"> Principles of professional learning model – page 9, 10
<p>Strategies:</p> <ul style="list-style-type: none"> August PBIS Professional Learning with RVS PBIS Learning Specialist will support consistent messaging about purpose and roll-out of PBIS. We will roll out our student and staff school value matrices. We will make a school behaviour flowchart to support students and staff in response to unexpected behaviours.

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- As a staff, our PBIS SEP Team will coach the use of positively framed common language from the matrix in adult-to-student interactions.
- Staff school tour will define Kind, Safe, and Responsible behaviours throughout specific hot spot zones.
- We will develop specific matrices for hot spots, starting with the soccer field and bathrooms.
- We will create school-wide lesson plans for classroom teachers to model explicit instruction on school expectations in zones.

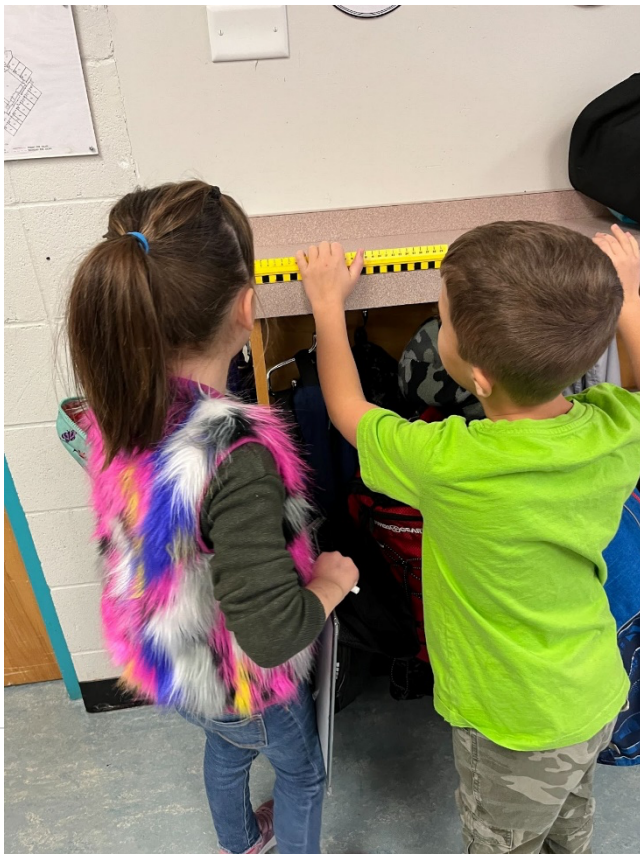
Measures:

- Data from Classroom Review Meetings will reflect growth in PBIS implementation.
- Office referrals due to student behavioural challenges will decline.
- Our TFI assessment will increase.

Parents can:

- 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.

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Monthly PBIS assemblies, starting in September, focus on school-wide expectations of being Safe, Kind, and Responsible focusing on different areas of the school. Location-based matrices are created each month. • Each homeroom classroom now has a classroom matrix posted. 	<ul style="list-style-type: none"> • Commitment to create bus expectations, matrix, and lessons, was removed from the school-based strategies, as RVS created and shared them throughout the division.
April 4		



School Council Review

Presentation of School Education Plan

School council comments:

- School Council is supportive of the four goals presented.
- Conversations surrounding building acceptance seems particularly timely given today's climate.
- School Council looks forward to supporting the development of a family matrix alongside the school community.

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

