

# SCHOOL EDUCATION PLAN

**Elizabeth Rummel School**  
Canadian Rockies Public Schools



# CRPS Education Plan - Year Four

## Priority 1: Health and Wellness

### Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

#### Strategies:

- Continue the implementation of divisional and school-based wellness plan, enduring alignment with AP271 Healthy School Communities and providing a continuum of supports model to address students' sense of belonging and mental well-being, inclusive of anxiety, depression, and self-esteem.
- Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- Work collaboratively with students, staff, and other stakeholders to build and foster effective relationships.
- Foster inclusive learning environments where all learners are valued and treated with dignity and respect.
- Establish staff advocates within schools to support students, helping to ensure families and students engage with wrap around and community supports.
- Maintain, improve, and annually assess accessibility to facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

#### Performance Measures:

(CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.

(CRPS) Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

(CRPS) Percentage of students who experience anxiety and/or depression.

(CRPS) Percentage of students who feel that their learning environment is inclusive.

(ABEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

(ABEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

# CRPS Education Plan - Year Four

## Priority 2: Engaged Learning

**Outcome: Students and Staff are Meaningfully Engaged in Their Learning**

### Strategies:

- Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K-12 core competencies.

### Performance Measures:

(CRPS) Percentage of students who find their learning interesting and relevant.

(CRPS) Percentage of students who indicate that they have had many opportunities to engage in real-world, experiential learning.

(CRPS) Percentage of students who state that student voice counts in their school.

(CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.

(CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

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

(ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

(ABEd) Citizenship: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

(ABEd) High school completion results.

(ABEd) Provincial Achievement Test results.

(ABEd) Diploma examination results.

# CRPS Education Plan - Year Four

## Priority 3: Student Supports

### Outcome: Individual Growth and Success Fostered in Every Student

#### Strategies:

- Enhance teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL) and First Nations, Métis, and Inuit students.
- Foster deep learning by developing students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths, and areas of need and set new learning goals.
- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Continue to promote and support involvement of parents as partners in their child's education.
- Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and withstand diverse economic conditions.

#### Performance Measures:

(CRPS) Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

(CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.

(CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.

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# CRPS Education Plan - Year Four

## Priority 3: Student Supports Con't

(CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.

(CRPS) Percentage of students who indicate that they have learned about First Nations, Métis, and Inuit people in school.

(ABEd) High school completion results for students/First Nations, Métis, and Inuit students.

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

(ABEd) Diploma exam results for students/First Nations, Métis, and Inuit students.

(ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

## Outcome 2: Students are Literate and Numerate

### Strategies:

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 12 within a collaborative response model.

### Performance Measures:

(CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.

(CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.

(CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

(CRPS) Percentage of students who enter their grade with foundational literacy skills.

(CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 3).

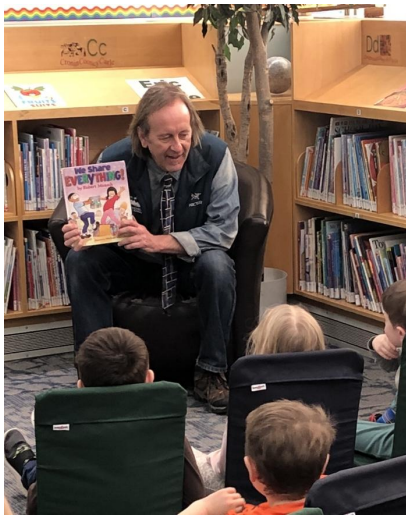
(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

# 01

## SCHOOL CONTEXT

“We are so grateful for the sincere care and compassion for our children at ERS. Thank you for helping them grow and develop tools as learners in the classroom and beyond.”

-ERS Parent



# principal's message

Mr. Brian Wityshyn (Principal)   Mrs. Nicole Skwara (Assistant Principal)

Within the framework of *Inspiring Hearts and Minds* and *The Shared Vision of Instructional Excellence in Teaching*, École Elizabeth Rummel School maximizes individual learning in each area of development: academic; social; physical; emotional and creative. As an early learning school, we do this by setting high standards for learning in a safe community that recognizes and accommodates learning differences, and fosters risk-taking, curiosity and independence. Our goal is to support our students to become confident, successful, accepting, respectful and responsible contributors to society. Within a safe and caring school environment we work together to support and nurture the *Whole Child - Whole Learning - the Whole Teacher – the Whole Community and the Whole World*.

Our recent School Annual Results Report (SARR) indicates that ERS staff, parents, and students overwhelmingly feel that the school is welcoming, safe and caring. Teachers are positively feeling supported with their professional learning which in turn reflects upon the positive results in numeracy and literacy and engagement in curricular activities. Teachers, parents and especially students are satisfied with the overall quality of basic education. Further data in our SARR had lead us to prioritize supporting learning about the Indigenous Ways of Knowing and Digital Citizenship. Increasing student voice will continue to be a focus as well.





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## our vision

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Elizabeth Rummel Early-Learning School is committed to providing an enriching, engaging and inspiring learning environment.

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## our mission

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To create a sage child-centered learning environment where children are inspired to explore, engage and achieve. Our caring learning team is dedicated to the fundamentals of literacy and numeracy.

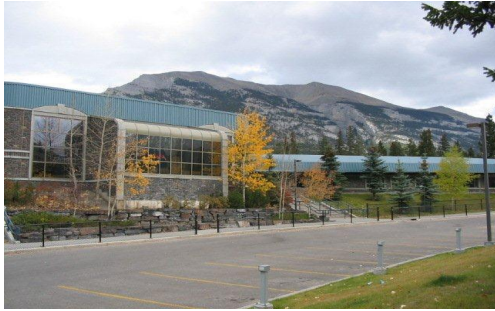
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## our motto

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“Come grow with us! Grandissons Ensemble!”





## school

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L'École Elizabeth Rummel School  
Mr. Brian Wityshyn  
1033 Cougar Creek Drive  
Canmore, Alberta  
T1W 1C8  
brian.wityshyn@crps.ca  
ers.crps.ca



## profile

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Kindergarten - Grade 3  
303  
19 teachers  
7 support staff



## unique features

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Dual Track System English and  
French Immersion  
Music Specialist  
Right From the Start Wellness  
Coach  
Outdoor Pursuits  
Tinkering Lab

# assurance statement

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I, [Brian Wityshyn](#), certify that the School Education Plan for [Elizabeth Rummel School](#) was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.

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

Principal Signature

# 02

## OVERVIEW

“Thank you for your caring spirit for the children under your wings. They are precious to us and we appreciate that you also see them and treat them as little gems. Thank you!”

-ERS parent



# overview of accomplishments

## **Priority One Health and Wellness** - Learning and Working Environments Support the Positive Well-Being of Staff and Students

- Collaboration with Right from the Start (RFTS), school psychologist, administration, and teachers to provide universal supports focus on students' social-emotional needs
- 92% of students feel safe attending ERS.

## **Priority 2 Engaged Learning** - Students and Staff are Meaningfully Engaged in Their Learning

- Our provision of authentic, relevant, and hands-on learning activities through regular collaboration with OLC for active outdoor learning and offering outdoor pursuit activities for all grade levels.
- Authentic, hands-on learning opportunities designed by teachers that are reflective of the Teaching Effectiveness Framework core principles have increased student enjoyment of learning.
- Collaboration with our local Knowledge Keepers infused Indigenous ways of knowing into our daily practices and supported the needs of our First Nations, Metis and Inuit students.

## **Priority Three Student Supports** - Individual Growth and Success Fostered in Every Child

- Regular collaborative team meetings to discuss student needs and plan for interventions and supports.
- 95% parents are satisfied with the quality of education students are receiving at ERS.
- 97% parents are satisfied with the quality of teaching at ERS.
- Very significant increase of 19% of Mini Thni students working at grade level in literacy and numeracy.



# overview of accomplishments

## Priority 3 - Student Supports- Students are Literate and Numerate

- Teacher collaboration in designing differentiated literacy and numeracy groups has positively impacted student academic achievement in all areas of the curriculum, in particular literacy and numeracy.
- The increase in supports and resources have supported the increased the academic achievement of all students.
- Very significant increase of 19% of Mini Thni students working at grade level in literacy and numeracy.



# priority areas of focus

## **Priority One Health and Wellness** - Learning and Working Environments Support the Positive Well-Being of Staff and Students

- Implement strategies that ensure all students feel they are safe while attending school.
- Ensure all teachers feel their learning environments are welcoming, caring, respectful, and safe.
- Increase our communication to teachers and families about the services available to students and facilitate their access to them.

## **Priority 2 Engaged Learning** - Students and Staff are Meaningfully Engaged in Their Learning

- Engage teachers in the planning of meaningful, collaborative professional development that positively impacts student learning.
- Ensure and support teachers to help implement digital citizenship into their instruction.
- Provide teachers with access to resources and experts who can support their design and delivery of engaging learning opportunities
- Developing and providing opportunities for students to engage in active citizenship.

## **Priority Three Student Supports** - Individual Growth and Success Fostered in Every Child

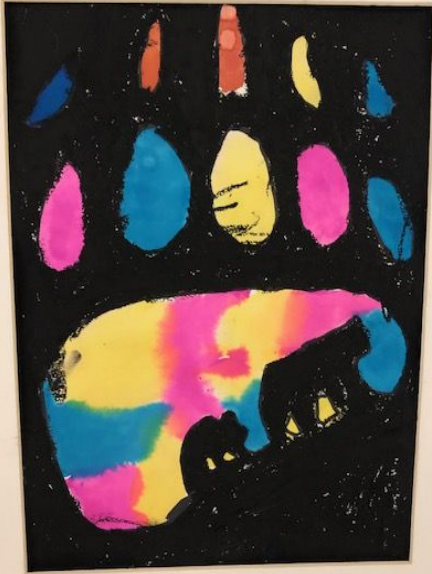
- Continue to provide and engage teachers in opportunities to deepen their understanding and build their knowledge of their foundational knowledge of First Nations, Metis, and Inuit people.
- Continue to provide and engage students in opportunities to deepen their understanding and build their knowledge about First Nations, Metis, and Inuit people.



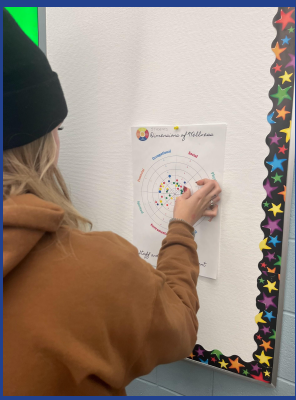
# priority areas of focus

## Priority 3 - Student Supports- Students are Literate and Numerate

- Continue to support students in their early literacy and numeracy skills
- Continue engaging teachers in professional learning around supporting students with literacy and numeracy skills







## Steps already taken in 2023/24

- **Priority One: Health and Wellness:** Through monthly wellness check-ins at staff meetings, lead by our wellness champions and administrators, teachers reflect on our learning environments and how we can enhance the sense of welcome, care, respect, and safety. Our school-wide Positive Behaviour Interventions and Supports framework also supports this.
- **Priority Two: Engaged Learning:** Our students have engaged in active citizenship through connections with seniors at Origins, visits to the local SPCA, being snow angels and clearing neighbors' driveways and sidewalks, and community clean-up in connections with the Town of Canmore bylaw officers.
- **Priority Three: Student Supports:** Through regular collaboration with local Knowledge Keepers and bi-weekly classroom connections with Spirit North, our students are deepening their understanding and building their knowledge about First Nations, Metis and Inuit people.
- **Priority Three: Student Supports:** All staff continue to prioritize literacy and numeracy through evidence-based practices, ongoing professional learning, and specific conversations around student supports in our Collaborative Team Meetings.



# 03

## HEALTH AND WELLNESS

**Outcome: Learning and working environments support the positive well-being of students and staff.**

# priority action steps

## Outcome: Learning and working environments support the positive well-being of students and staff.

- Through our regular Collaborative Team (CTM) and Student Support Team (SST) meetings, we will:
  - Continue to support teachers in fostering effective relationships and establishing inclusive learning environments as defined by the Teaching Quality Standard (TQS)
  - Focus on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.
  - Continue to identify strategies that support student and teacher well-being.
- Continue to focus on ensuring learning environments are welcoming, caring, respectful, and safe.
  - Creation of student council (name TBD) to incorporate more student voice into school culture
- Intentionally incorporating links to community supports in our weekly/monthly communications to staff and families



# 04

## ENGAGED LEARNING

**Outcome: Students and staff are meaningfully engaged in their learning.**

# priority action steps

## Outcome: Students and staff are meaningfully engaged in their learning.

- Continue to focus on providing students with authentic, relevant, and hands-on learning activities (Tinkering lab, OLC experiences, Knowledge Keeper connections, physical literacy).
- Focus on student achievement across all subject areas and in particular in literacy and numeracy (regular RTI and CTM meetings to plan for instruction at all tiers).
- Ensure all new teachers are engaged in a mentorship program and experienced teachers continue to hone their instructional practices based on current research.
- Continue to ensure all collaborative opportunities support teachers in advancing their understanding of the Teaching Effectiveness Framework (TEF). Designing worthwhile tasks that connect to new curricular outcomes (fractions hands-on learning in Tinkering Lab)



**05**

**STUDENT SUPPORTS**

**Outcome: Individual growth and success is fostered for every student.**



# priority action steps

## Outcome: Individual growth and success is fostered for every student.

- Enhance the support provided to teachers in recognizing and addressing the learning needs of First Nations, Métis, and Inuit students as defined by the Teaching Quality Standard (TQS). Intentionally putting a spotlight on various Indigenous Ways of Knowing and resources in monthly staff meetings and weekly staff memos.
- Continue to promote and support involvement of parents in decision making for their children's education (school created surveys, parent council surveys, "playground chatter", Seesaw posts).
- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- Purposeful timetabling to ensure administrators have scheduled Classroom Observations and Wonders (COW) time.



**05**

**STUDENT SUPPORTS**

**Outcome: Students are literate and numerate.**

# priority action steps

## Outcome: Students are literate and numerate.

- Continue our work within our school-based PLNs and divisional PLNs to implement evidence-based practices for literacy and numeracy instruction.
- Continue learning alongside experts (ie. CRC, Peter Liljedahl) to enrich our literacy and numeracy instructional strategies.
- Continue creating and planning for effective intervention loops through our RTI and CTM meetings.

