

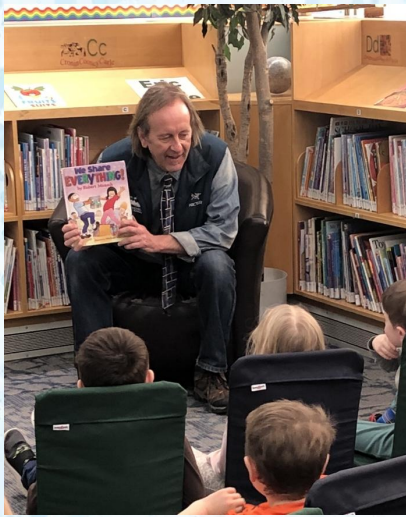
2025 - 2026 School Year

SCHOOL EDUCATION PLAN

L'École Elizabeth Rummel School

Canadian Rockies Public Schools





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*.

Through the SARR process, we have learned that ERS staff, parents, and students overwhelmingly feel that the school is welcoming, safe and caring. Teachers, parents and especially students are satisfied with the overall quality of basic education. This process also allowed us the opportunity to investigate areas where results weren't as positive as we had hoped and address any concerns through our action plans. Further supporting learning about the Indigenous Ways of Knowing, teacher professional learning, and Digital Citizenship will remain goals. As well, Increasing student voice will continue to be a focus.

GOALS



learners are ready to learn

We recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, our staff fosters a sense of belonging, promotes wellness, and nurtures social-emotional learning, ensuring learners are prepared to learn.



learners are inspired to succeed

We design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



learners are future ready

We foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, we empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.

SHARED VISION OF LEARNING

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions.

“In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?” We believe:

- ★ Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.
- ★ Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.
- ★ In and embrace the importance of whole child education in the development of each learner.
- ★ Diversity of experiences and connections in nature and community enhance learning beyond the classroom.
- ★ Positive relationships foster effective and engaging learning experiences.
- ★ Direct relationship between professional learning, personal commitment, and instructional excellence.



our vision

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

our mission

To create a safe 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.

our motto

Come grow with us! Grandissons Ensemble!





school

L'École Elizabeth Rummel School
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profile

Kindergarten - Grade 4
352
19 teachers
8 support staff



unique features

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

assurance statement

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, reading "B. Wityshyn", is displayed on a white rectangular background.

Principal Signature



overview of 2024/25 accomplishments

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

- Collaboration with Right from the Start (RFTS), school psychologist, administration, and teachers to provide universal supports focus on students' social-emotional needs
- 97% of students feel safe attending ERS. (This is a 5% increase from last year.)

ENGAGED LEARNING - Outcome: 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.

STUDENT SUPPORTS - Outcome: Individual growth and success is fostered for every student.

- Regular collaborative team meetings to discuss student needs and plan for interventions and supports.
- 100% parents are satisfied with the quality of education students are receiving at ERS. (This is a 5% increase from last year)
- 98.2% parents are satisfied with the quality of teaching at ERS.(Increase 1.2%)



overview of 2024/25 accomplishments con't

STUDENT SUPPORTS - Outcome: 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.
- ERS literacy and numeracy scores continue to increase year over year. 73% of students entered their grade with foundational literacy skills, and 84% of students entered their grade with foundational numeracy skills.
- The increase in early literacy and numeracy supports and resources have supported the increase in the academic achievement of all students in both of these areas.
- 63% of Mini Thni students continue working at grade level in literacy and numeracy.



priority areas of focus

LEARNERS ARE READY TO LEARN

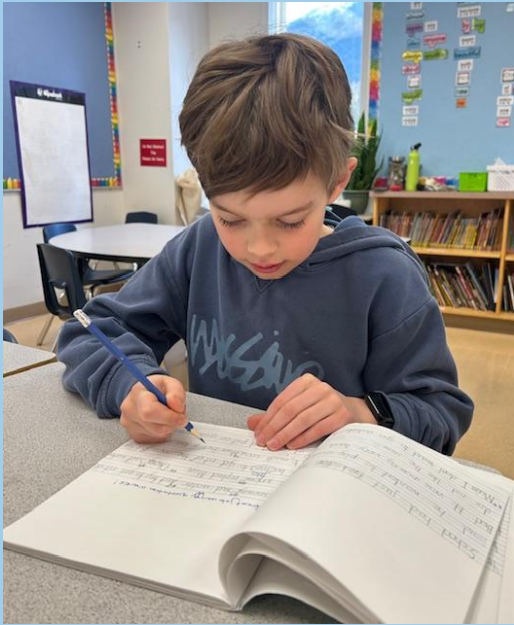
- Implement strategies that ensure all students and staff feel their learning environments are welcoming, caring, respectful, and safe. Revising and reviewing behaviour matrix and adding a digital citizenship category.
- Increase our communication to teachers and families about the services available to students and facilitate their access to them.

LEARNERS ARE INSPIRED TO SUCCEED

- Continue to provide and engage teachers and students in opportunities to deepen their understanding and build their knowledge about First Nations, Metis, and Inuit people.
- Identify Grade 4 students as Change Makers with voice in our school in collaboration with Ever Active Schools.
- Reinstate Learning Buddies to build-in collaborative planning time and foster a sense of community for our students.

LEARNERS ARE FUTURE READY

- Grade 4 transition planning to Lawrence Grassi Middle School
- Develop and provide opportunities for students to engage in active citizenship.
- Ensure and support teachers to help implement digital citizenship into their instruction.
- Engage teachers in the planning of meaningful, collaborative professional development that positively impacts student learning. Provide teachers with access to resources and experts who can support their design and delivery of engaging learning opportunities.





01

LEARNERS ARE READY TO LEARN

“I am very grateful for the engaged learning environment my kids have access to. The style of learning is adapted to the students needs and there is such a great commitment to community learning and understanding. Thank you!” - ERS Parent

GOAL 1

learners are ready to learn



Outcome 1.1: Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning (SEL)* for all.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS)** Student and staff perceptions that students are ready to learn, as identified through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the Action Plan for School Change as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the Universal Design for Learning (UDL) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

**(SEL = Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making)*



school action steps

- ERS Behaviour Matrix
 - As a staff, review our co created behaviour expectations to ensure common language and understanding
 - Log behaviour incidents through Powerschool
 - Use a Restorative Approach when resolving conflicts
 - Use the Collaborative Problem Solving model
 - Ensure all students feel they are safe while attending school by addressing concerns as they arise and placing preventative measures and proactive learning
 - Ensure all teachers feel their learning environments are welcoming, caring, respectful, and safe. Check-ins at staff meetings and OH&S meetings.
 - Continue to train staff in MANDT, CPS
 - Continue to refer to the [Action Plan for School Change](#)
- Increase our communication to teachers and families about the services available to students and facilitate their access to them through our newsletters and teacher emails
 - RFTS, School Family Liaison Worker, Divisional Psychologist, SLP, OT, Recovery Alberta
- Embed learning about [UDL](#) in staff meeting learning cafes, and school based professional learning

GOAL 1



Outcome 1.2.: Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who indicate that learning environments support* the unique needs and backgrounds of all learners.
- (CRPS)** The level of inclusive education implementation across schools, based on CRPS' Indicators of Inclusive Schools.
- (ABed)** The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around CRPS' Continuum of Supports by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the Indicators of Inclusive Schools.

**(Supports = Academic, Behavioural, Executive Functioning, Physical and Cultural)*



school action steps

- Continuation of our Collaborative Team Meetings
 - Collaborative Team Meetings with Admin and LST every 8 weeks
 - Collaborative Planning Time & Collaborative Grade Team Meetings embedded into daily schedules in tandem with Learning Buddies
 - School Support Team Meetings continue to be connected to CTM dates
 - Review Tier 1 and Tier 2 level supports with staff at staff meetings, learning cafes, and CTMs ([CRPS continuum of supports](#))
 - Continue data/assessment tracking on RTI spreadsheets
- Staff meeting learning cafes focused on [Indicators of Inclusive Schools](#)
 - Walk arounds, staff collaboration time
 - Tips and tricks section of staff meeting agenda/minutes
 - Referring staff to our [CRPS Inclusion](#) website



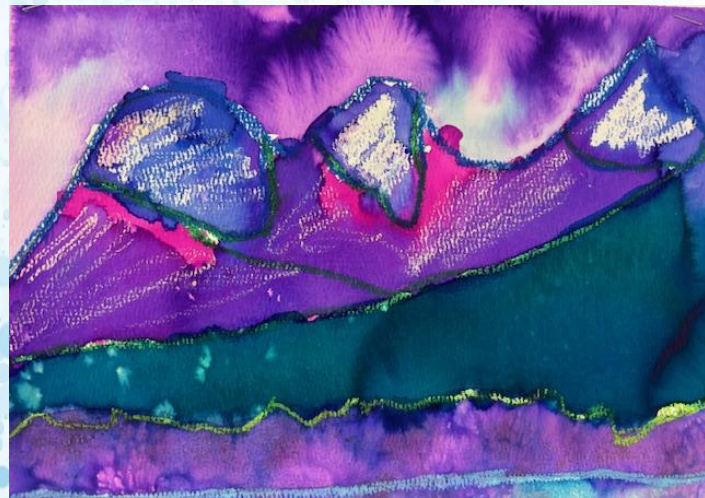
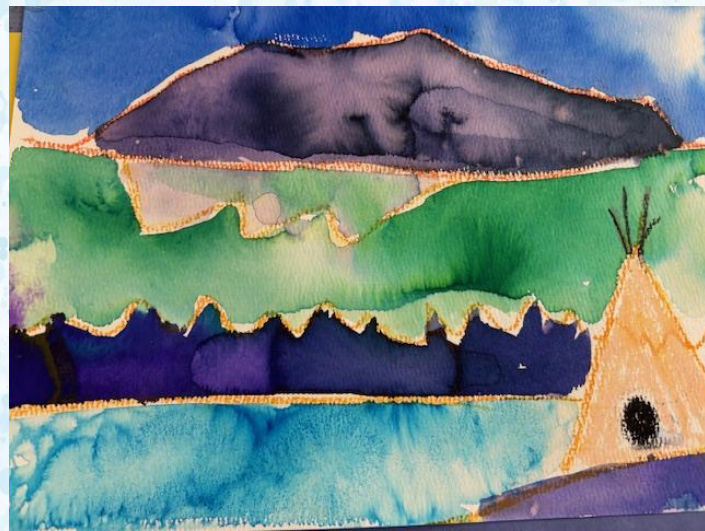
goal one implementation plan

Resources to be Used

- [Action Plan for School Change](#) and Divisional Psychologist to support PBIS matrix
- [Universal Design for Learning \(UDL\) guidelines](#),
- Learning Support Teachers, Divisional Director of Learning Services, Learning Services Coordinator
- [Indicators of Inclusive Schools](#)
- [CRPS Continuum of Supports](#)
- [Inclusion at CRPS](#)

Professional Learning to be Undertaken

- Universal Design for Learning and Task Design



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02

LEARNERS ARE INSPIRED TO SUCCEED

“She makes our ideas real - help us realize that we can make our dreams come true and make the world a better place.” -
Aarvi - ERS Student

GOAL 2

learners are inspired to succeed



Outcome 2.1: Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

- (CRPS)** The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.
- (CRPS)** Student perceptions that they are inspired to learn as explored through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABed)** The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship program to renew teacher capacity around the understanding, design and implementation of the Teaching Effectiveness Framework.
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. (University of Calgary)



school action steps

- Continue to implement Building Thinking Classroom tasks into regular practice
- Continue collaboration with the OLC
- Continue to collaborate with our Knowledge Keepers on Indigenous Ways of Knowing
- Continue with hands on, [experiential learning](#) experiences in our classrooms, Tinkering Lab, and outdoors
- Ensure teachers are keeping the [TEF](#) in mind when designing learning experiences
- Embedding collaborative planning time for teachers to learn from and inspire one another
- Identify Grade 4 students as Change Makers with voice in our school in collaboration with Ever Active Schools.
 - Continue to empower our grade 4 students to be leaders through cross-grade collaboration, club leaders, and Spirit Council, Student Advisory Committee, Learning Buddies

GOAL 2



Outcome 2.2: Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.
- (CRPS)** School administrator observations and evidence that instruction and assessment supports student learning.
- (ABed)** The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- (ABed)** Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on PAT.
- (ABed)** The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on DIP.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [Building Success for First Nations, Métis and Inuit Students](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



school action steps

- Ongoing professional learning that integrates UDL frameworks
- Learning more about the creation and use of effective assessment practices during school based PLNs - open/simplified rubric use, self assessment, feedback loops, success criteria, models/exemplars/worked examples
- Use of low floor/high ceiling tasks to engage, enrich and reach all learners
- Scheduled monthly visits from Knowledge Keepers
- Regular sharing of EAL strategies, supports, and differentiation ideas
- Continue with Building Thinking Classroom routines (creating spaces for these learning activities)
- Continue with targeted Literacy and Numeracy Intervention - data driven, cycle based, etc.
- Learning Support Teachers: co-teaching with colleagues, modelling for teachers and Education Assistants, etc.
- Ensure all teachers are using effective feedback loops in their assessment practices



goal two implementation plan

Resources to be Used

- Professionals from [Alberta Professional Learning Consortium](#) (APLC)
- [Benchmarks 2.0](#)
- [Building Thinking Classrooms](#)
- [Ever Active Schools](#)
- [Universal Design for Learning \(UDL\) guidelines](#),

Professional Learning to be Undertaken

- Engage in school-based professional learning in experiential learning for the early grades
 - Facilitate learning based on evidence based, best practices
- Engage in school-based professional learning of best assessment practices in elementary subjects
 - Specific focus on new Social Studies Curriculum



03

LEARNERS ARE FUTURE READY

“Thinking Based teaching approach - this is an engaging and social way of learning. This puts the students in charge of their learning. They are working more collaboratively and this is having a positive impact on social skills and problem solving.” - ERS Teacher

GOAL 3

learners are future ready



Outcome 3.1 Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** Student retention rates (K-12).
- (CRPS)** The percentage of students who transition to post-secondary or the workforce within two years of graduating.
- (ABed)** The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.
- (ABed)** High School to Post Secondary Transition Rate.
- (ABed)** All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.



school action steps

- Continue collaboration with LGMS staff and students to better prepare students for future transitions
- Collaboratively design more learning tasks that intentionally embed the [Alberta Education Competencies](#)
- Spend time learning about and teaching with new technologies (coding, robotics and use of AI) by embedding it into staff meetings and school-based PLNs

GOAL 3



Outcome 3.2: Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

- (CRPS)** The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.
- (CRPS)** Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.
- (ABed)** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed)** The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



school action steps

- Continue with the ongoing NEIL practice to ensure strong instructional leadership
- Continue with our “COW Time” (Conversations, Observations, and Wonders) scheduled classroom visits
- Continue our work with our Lead Learners to develop and support leadership capacity
- Continue to share highlights of the [Shared Vision of Learning](#) in our school newsletters and staff meetings
- Continue our work with the Student [Shared Vision Committee](#) to engage students in highlighting their own connections to the beliefs



goal three implementation plan

Resources to be Used

- CRPS Shared Vision of Learning
- CRPS Nurturing Excellence in Instructional Leadership
- CRPS Teaching Effectiveness Framework
- CRPS Digital Citizenship Site
- Alberta Teaching Quality Standard
- Truth and Reconciliation calls to action
- Alberta Education Student Competencies

Professional Learning to be Undertaken

- Ensure we are weaving all of the beliefs and expectations from the above resources into our professional learning



