

École Champs Vallée School

School Assurance Plan 2025-2028



École Champs Vallée School Assurance Plan - 2025-2028

School Profile:

- Located in Beaumont, Alberta, École Champs Vallée School (ÉCVS) opened to students in September 2017. We currently have a Kindergarten to Grade 9 dual-track (French Immersion & English) configuration. We have 864 students and 70 staff. Our school's vision is focused on inspiring success in every student and our learning team is dedicated to providing a safe and caring educational environment that nurtures excellence in learning for all students.

School Values:

1. All students are capable of learning; it is our responsibility to find the most effective way to teach each student.
2. Our students' social-emotional growth is just as important as their academic development.
3. We model how to treat everyone with dignity and respect.
4. Decisions are made based on what is best for students.

Celebrations:

We have had many successes that helped establish positive relationships and an inclusive learning community. Our successes include:

- A variety of extracurricular sports opportunities for students in grades 3 to 9, including floor hockey, golf, soccer, volleyball, basketball, badminton, flag football, cross-country running, and athletics
- Guest presenters including Indigenous Knowledge Keepers and Elders, MADD, elected officials, cultural celebrations and presentations, Workplace Safety, Edmonton Police Service, RCMP, Francophone musicians and artists, Beaumont Ballet, and Highland Dance
- A teaching staff dedicated to building school culture through clubs, including Rock Band, Musical Theatre, intramurals, Chess Club, Knitting Club, student-organized dances and assemblies, and student-generated newsletters.
- Community partnerships that include the Food Bank, Beaumont Christmas Elves, Recreation Centre, Beaumont Family Community and Support Services, and local businesses (dental, veterinary, restaurants)
- Learning Commons - a welcoming and positive space for all; Scholastic Book Fair
- School Council Fundraising initiatives including, our Outdoor Classroom
- Close working relationships with École Bellevue School and École Beaumont Composite High School, fostering positive transitions for grade 6 and 9 students
- Active student participation in K to Grade 6 Christmas concerts, with strong community support and attendance
- Off-campus excursions, including Drumheller, Elk Island National Parks, Fort Edmonton Park, Alberta Legislature, Grade 7-9 STEM Trip, Grade 6 French Immersion Trip to Ottawa, Montréal, and Québec
- Mental Wellness Days with a variety of activities and presenters across grade levels

- Integrated dedicated, daily Wellness time for Junior High Students
- Family Literacy and Math nights, engaging students and their families in fun learning opportunities.
- Multiple Education Grants to support innovative learning
- Student-led fundraising initiatives (Stollery Hospital, Indigenous Sports Council, et. al.)

Alberta Education Assurance Measures - École Champs Vallée School

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 2150 École Champs Vallée School

Assurance Domain	Measure	École Champs Vallée School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	85.8	80.0	80.1	83.9	83.7	84.4
	Citizenship	77.4	71.5	70.4	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	64.9	64.2	70.0	62.5	62.5	62.6
	PAT9: Excellence	9.1	8.7	10.2	15.6	15.4	15.5
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	89.3	84.8	84.7	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.3	79.1	79.8	84.4	84.0	84.9
	Access to Supports and Services	76.4	70.5	69.1	80.1	79.9	80.7
Governance	Parental Involvement	77.6	69.7	70.9	80.0	79.5	79.1

Comments on Alberta Education Assurance Measures Results for École Champs Vallée School:

- Overall, the results show a positive increase in all categories
- Results often outpace provincial results.

École Champs Vallée School: Journey to Excellence (2025–2028)



Context & Mission

K-9 dual-track school in Beaumont, Alberta, serving 864 students. The 2025-2028 Assurance Plan establishes learner readiness and fosters an inclusive, wellness-oriented culture.



Academic Excellence & Learner Readiness

Education Quality Excellence

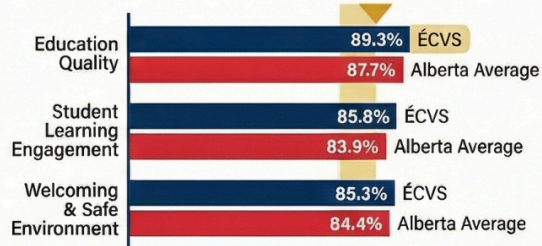
School results consistently outpace provincial averages in student learning engagement and quality of education.



Strengthening Literacy & Numeracy

Prioritising foundational skills across all grades through Universal Design for Learning (UDL).

Performance vs. Provincial Averages



Evidence-Informed Instruction

Using screening data and “Visible Learning” strategies to ensure every student understands their progress.



Inclusive Culture & Holistic Well-being

Prioritising Social-Emotional Growth

Implementing the Comprehensive School Health model to support student and staff mental health.

Diverse Extracurricular Opportunities

Engaging students through Rock Band, Chess Club, and competitive sports from golf to volleyball.



Culturally Responsive Environment

Integrating Indigenous Knowledge Keepers and land-based learning into the daily curriculum.

Priority Focus 2024-2027						
School Goal 1: Establish learner readiness for all students.	** Indicate Alignment with Division Priorities (Success)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Kindergarten to Grade 9 Focus on literacy and numeracy foundations and development. Alignment with Provincial Goals/Assurance Survey Results: Safe and Caring Schools, Citizenship, School Improvement Alignment with Division Priorities: Visible Learning, Inclusive Education, Student-Focused Learning, Relationships, Supportive Environment and Passion Increase staff efficacy to address diverse learning, social, emotional, and behavioral needs of our students.	It's really important that learning is visible, inclusive, and responsive so that every student understands what they are learning, why they are learning it, and how to show success. Aligning instructional practices with Visible Learning, Inclusive Education, and Student-Focused Learning ensures students feel safe, supported, and confident as learners. Strong relationships and a supportive environment are foundational to building literacy, numeracy, and learner readiness across Kindergarten to Grade 9.	An area of improvement is ensuring consistent learner readiness across all grades, particularly in foundational literacy and numeracy skills, while also addressing the diverse social, emotional, and behavioural needs of students. Data indicates variability in readiness levels, increased complexity of student needs, and a need for greater alignment in instructional and assessment practices across grade levels.	If we intentionally align instruction using Universal Design for Learning (UDL), assessment for/as learning, and evidence-informed practices, while strengthening staff capacity through targeted professional development and collaboration, we can better meet diverse learning needs. By embedding Collaborative & Proactive Solutions (CPS), strengthening (continue) literacy and numeracy screening and intervention, and using Visible Learning strategies, staff will be better equipped to respond proactively, appropriately and inclusively.	Students will demonstrate improved literacy and numeracy skills appropriate to their grade level Clearly articulate learning intentions and success criteria Take greater ownership of their learning and self-regulation Engage positively in learning environments that feel safe, inclusive, and supportive Build resilience, problem-solving skills, and positive relationships with peers and staff	MIPI, HLAT/FLAT, reader, and math screener data show growth over time Classroom assessment data reflects increased student engagement and achievement PAT results in literacy and numeracy demonstrate sustained improvement Office referrals, suspensions, and behavioural incidents decrease Assurance survey data reflects improved perceptions of safety, belonging, and student support Teachers report increased confidence and efficacy in meeting diverse student needs	-Implement UDL, differentiated instruction, PBL, and effective questioning strategies across K-9 -Use assessment for/as/of learning to guide instruction and intervention -Administer and analyze MIPI, HLAT/FLAT, literacy and numeracy screeners to inform teaching -Continue Visible Learning professional development to align instructional practices and language -Provide literacy and numeracy IST support and Learning -Common support blocks -Support implementation of the new math curriculum through PD and non-consumable resources -Strengthen teacher collaboration through grade-level teams,

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						co-teaching, and shared planning -Implement Collaborative & Proactive Solutions (CPS) with ongoing staff training (ALSUP & Problem Solving Plans) -Continue relationship-focused PD and student support groups with the counsellor and wellness coach -Engage families through Math and Literacy Nights and ongoing communication -Review and support ISPs and accommodations through collaborative planning and LST support

Priority Focus 2024-2027						
School Goal 2: Establish/foster a welcoming and inclusive, positive school culture by prioritizing opportunities and policies that encourage student and staff emotional, social, and physical well-being.	** Indicate Alignment with Division Priorities (Wellness/Engagement and Partnerships)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Staff and Students Kindergarten to Grade 9	It's really important that Champs Vallée is a school where students and staff feel safe, valued, connected, and supported. Strong relationships and a supportive environment are essential to student well-being, engagement, and success. By prioritizing wellness, inclusion, and culturally responsive practices, we strengthen school culture and align with Division priorities focused on relationships, staff well-being, and professional growth.	An area of improvement is ensuring consistent and intentional implementation of wellness, inclusion, and social-emotional learning practices across all grades and settings. Increasing social, emotional, and mental health needs among students and staff highlight the need for coordinated supports, shared language, and proactive strategies that foster belonging, resilience, and positive relationships.	If we intentionally embed the Comprehensive School Health model, strengthen trauma-informed and culturally responsive practices, and provide ongoing professional development and collaborative supports for staff, and intentionally create space where these can be practiced, we can create a more inclusive and responsive school environment. By prioritizing student voice, staff well-being, and consistent wellness practices, we can proactively address emotional, social, and behavioural needs.	Students and staff will feel a strong sense of belonging and safety at school Build positive, healthy relationships with peers and adults Use social-emotional strategies to self-regulate and manage emotions Demonstrate increased empathy, respect, and understanding of diverse cultures and identities Participate confidently in school, leadership, and extracurricular opportunities Advocate for their well-being and seek support when needed	Assurance Survey results show improvement in Safe and Caring Schools and Citizenship Student wellness surveys indicate increased feelings of belonging and well-being Office referrals, suspensions, and behavioural incidents decrease Increased student participation in wellness activities, leadership, and extracurricular programs Classroom observations reflect consistent social-emotional learning practices Staff participation in wellness and professional development increases Community feedback reflects a positive and welcoming school culture	Implement the Comprehensive School Health model across the school Continue Trauma-Informed Practice and Culturally Responsive Teaching professional development Provide ongoing wrap-around support through Admin/LST/WIST/WELLNESS IST meetings Deliver monthly wellness themes, Wellness Days, and Mental Health Month activities Maintain and expand wellness supports such as MindUP, Zones of Regulation, and class wellness breaks Strengthen student supports through the Counsellor and Wellness Coach, FCSS lunch groups, and safe spaces Support GSA establishment and continuation, and inclusive student groups

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	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
						Highlight social-emotional learning through physical spaces (bulletin boards, TVs, visuals) Promote FNMI understanding through land-based learning, guest Knowledge Keepers, curriculum integration, and cultural events Offer diverse extracurricular programs, leadership opportunities, and flexible learning options Engage families and community through events, field trips, and cultural celebrations Support staff well-being through team-building activities, shared meals, and wellness initiatives

