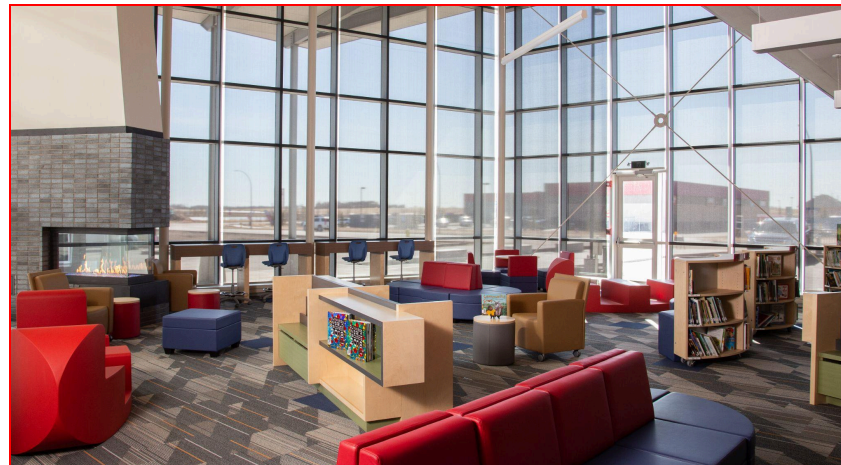




# School Assurance Plan

## 2024-2027



**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 832 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.

**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 5-9, including floor hockey, golf, soccer, volleyball, basketball, badminton and athletics
- Guest presenters including Indigenous Knowledge Keepers and Elders, MADD, elected officials, cultural celebrations and presentations, Workplace Safety, Edmonton Police Service, RCMP, Beaumont Ballet and Highland Dance
- A teaching staff dedicated to building school culture through clubs, including Rock Band, Musical Theatre, intramurals, Chess Club, student organized dances and assemblies, and student generated newsletters.
- Community partnerships that include the Food Bank, Beaumont Christmas Elves, Telus, 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 (Roof November 2024)
- 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 Jasper and Elk Island National Parks, Fort Edmonton Park, Alberta Legislature, Grade 7-9 Yukon 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.
- Education Grants including Green Up from FORTIS Alberta, \$7950 Best Buy School Tech Grant, \$5000 Inside Education - A+ For Energy, and \$5000 APEGA Innovation in Education Award

**School Events/Activities**

- Remembrance Day Ceremony
- Diversity Day celebrating the diverse cultures within our school
- School-wide theme days such as Voyageur Spirit Day, Plaid Day, Jersey Day, Orange Shirt Day, Pink Shirt Day, and Christmas Sweater Day
- Student Leadership led events: drawing contests, holiday door decorating
- Terry Fox Run/Walk and fundraising
- Grade 9 Farewell student fundraising, celebration, and student gifts
- Marmot Basin and Rabbit Hill Ski Trips
- Hot Lunch Fridays
- Outdoor Classroom Space
- Junior High trip to the Yukon and Grade 9 Farewell trip to Jasper

**Challenges:**

- Societal problems with social media and misuse of electronic technology
- Collaborative and proactive problem-solving among students
- Mental Wellness for staff and students
- Program accommodations and adaptations

**School Council Message**

Our Council is pleased to support the 2024-2025 Education Plan. We are excited to collaborate with parents, staff, and students as partners in education. This plan helps us shape the future, providing direction as we work to enhance the learning and development of all students at École Champs Vallée School, while fostering a passion for learning.

The Council meets on the third Monday of every other month. We encourage members to participate in our hybrid meetings, whether to observe, learn, or actively engage with our subcommittees. Past subcommittees have focused on organizing school events and supporting student programs. Council initiatives include backing extracurricular clubs, increasing parent involvement, and providing feedback on division projects. Our Council exemplifies the power of diverse groups within the school community coming together to create an exceptional educational experience.

**School Council Chair Signature: Sandra Heron**

**School Assurance Plan shared final revision date: November 2024**



## Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 2150 École Champs Vallée School

| Assurance Domain               | Measure   | École Champs Vallée School |                  |                     | 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>   | 80.0                       | 77.9             | 80.2                | 83.7           | 84.4             | 84.8                | n/a                | Maintained             | n/a        |
|                                | <a href="#">Citizenship</a>   | 71.5                       | 69.6             | 69.8                | 79.4           | 80.3             | 80.9                | Low                | Maintained             | Issue      |
|                                | <a href="#">3-year High School Completion</a>   | n/a                        | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a                    | n/a        |
|                                | <a href="#">5-year High School Completion</a>   | n/a                        | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a                    | n/a        |
|                                | <a href="#">PAT6: Acceptable</a>  | 77.0                       | 76.1             | 76.1                | 68.5           | 66.2             | 66.2                | High               | Maintained             | Good       |
|                                | <a href="#">PAT6: Excellence</a>  | 8.1                        | 9.0              | 9.0                 | 19.8           | 18.0             | 18.0                | Low                | Maintained             | Issue      |
|                                | <a href="#">PAT9: Acceptable</a>  | 64.2                       | 75.8             | 75.8                | 62.5           | 62.6             | 62.6                | Low                | Declined Significantly | Concern    |
|                                | <a href="#">PAT9: Excellence</a>  | 8.7                        | 11.7             | 11.7                | 15.4           | 15.5             | 15.5                | Very Low           | Maintained             | Concern    |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a                        | n/a              | n/a                 | 81.5           | 80.3             | 80.3                | n/a                | n/a                    | n/a        |
|                                | <a href="#">Diploma: Excellence</a>   | n/a                        | n/a              | n/a                 | 22.6           | 21.2             | 21.2                | n/a                | n/a                    | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 84.8                       | 81.6             | 84.7                | 87.6           | 88.1             | 88.6                | Intermediate       | Maintained             | Acceptable |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 79.1                       | 81.3             | 80.1                | 84.0           | 84.7             | 85.4                | n/a                | Maintained             | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 70.5                       | 70.8             | 68.3                | 79.9           | 80.6             | 81.1                | n/a                | Maintained             | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>  | 69.7                       | 76.9             | 71.5                | 79.5           | 79.1             | 78.9                | Very Low           | Maintained             | Concern    |

Grade 4 Parents: Survey completed by 15 of 81 =18.5%

Grade 4 Students: Survey completed by 46 of 81 =56.7%

Grade 7 Parents: Survey completed by 19 of 106=17.9%

Grade 7 Students: Survey completed by 92 of 106 =86.7%

Teachers: Survey completed by 28 of 48 =58.3%



**School Goal 1:** Establish learner readiness for all students. 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.

**Timeline:** 1 - 3 year goal

**Rationale:** The 2024-2025 school year will see teachers building a welcoming classroom environment, taking into consideration knowledge gaps and emotional well-being. Additional time will be dedicated to supporting student learning and emotional wellbeing. We will continue to work on building relationships to promote positive school culture and climate. By using [Collaborative & Proactive Solutions \(CPS\)](#) along with elements of the Three Block Model of Universal Design for Learner (UDL) and Inclusive Education, we can improve curriculum delivery, student engagement, and create a safe and welcoming environment for the Champs Vallée family of students and staff. Through use of the Visible Learning School Matrix, we can identify areas in which we need to align practices to further foster an environment of student learners who know what they need to learn, how to learn it, and how to evaluate their progress.

| Timeline  | Strategies   | Supporting Data  |
|---|--|--|
| <ul style="list-style-type: none"> <li>● 1-3 Years</li> </ul> | <ul style="list-style-type: none"> <li>● UDL, PBL, Differentiated Instruction, assessment for/as of learning and questioning techniques that help students take ownership for learning.</li> <li>● MIPI assessment to assess learner readiness in Math</li> <li>● HLAT/FLAT to assess learner readiness in English and French Language Arts</li> <li>● Literacy and Numeracy IST</li> <li>● Introduction of Learning Commons Support blocks - teacher supported</li> <li>● Family Math and Literacy Nights</li> <li>● Reader and Math Screeners</li> <li>● Visible Learning Professional Development - aligned systems and practices</li> <li>● Supporting new math curriculum (New curriculum resource funds) - PD, non-consumable resources</li> </ul> | <ul style="list-style-type: none"> <li>● Teachers' completion of Professional Development surrounding the subjects.</li> <li>● Teacher collaboration with grade level partners, sharing best practices and reviewing resources and other teaching materials used</li> <li>● MIPI and HLAT/FLAT results to guide teaching in Math and English and French Language Arts</li> <li>● Math and ELA/FLA PAT results (2023 and 2024)</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• 1-3 Years</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborative &amp; Proactive Solutions model, adopting the belief that “kids do well if they can”. Support the implementation through meaningful professional development and training in using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) and the Problem Solving Plan.</li> <li>• Relationship Building - ATA PD Session: Building Relationships to Motivate, Engage and Encourage Students (2022)</li> <li>• Creation of a Student Code of Conduct (Board Approval goal: January 2024)</li> </ul> | <ul style="list-style-type: none"> <li>• Reduction in the number of office referrals, detentions and suspensions.</li> <li>• Student groups designed to develop problem solving skills and promote positive, healthy relationship building; working with school counselor and school wellness coach</li> <li>• Staff completion of <i>Kids These Days</i> professional development</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 3 Years</li> </ul>   | <ul style="list-style-type: none"> <li>• Teachers work collaboratively during instructional time in order to learn from each other to build capacity; as well as increase student instructional time with teachers in order to meet academic and emotional needs.                         <ul style="list-style-type: none"> <li>o Team teaching</li> <li>o Center-based teaching</li> <li>o Modeling</li> <li>o Half and half parallel teaching</li> <li>o One teach, one support</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Lower student to teacher ratio</li> <li>• Teachers will work in collaborative grade level groups to review ISPs and student accommodations</li> <li>• LST time in K-6 classes</li> <li>• Co-teaching in grades 7 to 9 (2022-23)</li> <li>• Teachers attend PD related to:                         <ul style="list-style-type: none"> <li>o classroom management</li> <li>o team and individual teaching strategies</li> </ul> </li> </ul> |

**School Goal 1:**  
**School Goal 1 Reflection**

**Review, Reflection and Progress update:**

**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.

- Alignment with Provincial Goals/Assurance Survey Results: Safe and Caring Schools, Citizenship, School Improvement
- Alignment with Division Priorities: Relationships and Supportive Environment

**Timeline:** 1 - 3 year goal

**Rationale:** Establishing community and a positive school culture is essential for the health of a school population and we will continue to make this a priority as we enter our fifth year as a school. The overall wellness of our staff and students is crucial to ensuring learning success throughout the school year. The overall wellness of our staff and students needs to be emphasized to better ensure learning success throughout the school year.

| Timeline   | Strategies   | Supporting Data  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Year 1-3</li> </ul> | <ul style="list-style-type: none"> <li>• Staff Professional Development (PD)                             <ul style="list-style-type: none"> <li>○ Team building activities and snacks</li> <li>○ ATA: Culturally Responsive Teaching (2022)</li> <li>○ Trauma Informed Practice (2024)</li> </ul> </li> <li>• Friday Admin/LST/WIST meetings to address concerns</li> <li>• Wellness IST                             <ul style="list-style-type: none"> <li>○ Monthly Wellness Themes</li> <li>○ Class Pairings to complete tasks</li> <li>○ Safety Plans and Safe Spaces</li> <li>○ 2023, 2024 Advent Calendar of Wellness Tasks (K-4 and 5-9)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Staff participation in PD sessions</li> <li>• Student (jr. high) Beginning of the Year Wellness survey</li> <li>• Classroom Observations</li> <li>• School Assurance Survey results                             <ul style="list-style-type: none"> <li>• Safe and Caring Schools</li> <li>• Program of Studies</li> </ul> </li> <li>• Office Referral and behaviour tracking</li> <li>• Adoption by all classes</li> <li>• Participation in Wellness Day</li> </ul> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>● Following the Comprehensive School Health model</li> <li>● Mind Up and other wellness supports</li> <li>● ÉCVS Mental Health Plan</li> <li>● Zones of Regulation</li> <li>● FCSS Small Lunch Group Support: Girls' Group</li> <li>● GSA Establishment and Continuation</li> <li>● Adding to or using our physical space (bulletin boards, TVs, etc.) to highlight social-emotional teachings</li> <li>● Teaching and management strategies, with an emphasis on social-emotional learning</li> <li>● Staff leading by example</li> <li>● Visual and verbal cues to help students</li> <li>● Supporting Wellness breaks within classes</li> <li>● Including all students in classroom activities</li> <li>● May - Mental Health Month (calendar of activities 2023)</li> <li>● Counsellor and Wellness Coach support for students</li> <li>● Wellness Grant 2023- Access to a Teacher-Psychologist to provide universal support for students and provide training to staff.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>● Year 1-3</li> </ul> | <ul style="list-style-type: none"> <li>● Increase understanding of First Nation, Métis, and Inuit (FNMI) culture and history.             <ul style="list-style-type: none"> <li>○ Gathering resources for the school and library</li> <li>○ Including FNMI perspectives and history to lessons, school culture, and cultural activities.</li> <li>○ Orange Shirt Day</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>● Implementation in Foods, Music, and other subject areas</li> <li>● Native Delights Food Truck (September 2022)</li> <li>● Staff completion of 4 Seasons Training (2022-23)</li> <li>● Mitsoh Pemmican Strips (September 2023,2024)</li> <li>● Lessons from Knowledge Keepers and Elders (2022-2024)</li> </ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>○ Increased focus on landbased learning</li> <li>○ Guest FNMI presenters:             <ul style="list-style-type: none"> <li>■ Various Knowledge Keepers and Elders</li> <li>■ BGSD Indigenous Lead Michael Swampy</li> </ul> </li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Year 1-3</li> </ul> | <ul style="list-style-type: none"> <li>● Providing students with opportunities to participate in activities and experiences that promote more positive relationships, welcoming, inclusive, healthy and inclusive relationships.             <ul style="list-style-type: none"> <li>○ Community building activities</li> <li>○ Guest speakers</li> <li>○ Field trips</li> <li>○ GSA</li> <li>○ Open Gym</li> <li>○ Daily classroom lessons and activities</li> <li>○ Student Leadership and Volunteering</li> <li>○ Cultural appreciation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Assurance Survey results</li> <li>● Community feedback</li> <li>● Halloween Family Dance</li> <li>● Student Council - teacher supported</li> <li>● Extracurricular Programs</li> <li>● Career and Technology Foundations (CTF)             <ul style="list-style-type: none"> <li>○ New courses offered: Scrapbooking, 3D Art, STEM, Robotics and Coding</li> <li>○ Flexible Learning Opportunities (student choice)</li> </ul> </li> </ul> |

**Review, Reflection and Progress update:**

| <p><b>School Goal 3:</b> Enhance French Immersion Program Accessibility and Engagement</p> <p><b>Timeline:</b> 1 - 3 year goal</p> <p><b>Rationale:</b> Increase enrollment, participation, and student success in our French Immersion program by fostering a deeper understanding of the value of bilingualism, enhancing language proficiency, and creating an inclusive, supportive learning environment for all students.</p> |  |   |
|--|--|---|
| Timeline   | Strategies   | Supporting Data   |
| <ul style="list-style-type: none"> <li>Year 1-3</li> </ul>   | <p><b>Awareness and Outreach:</b></p> <ul style="list-style-type: none"> <li>Develop targeted communication strategies to inform families about the benefits of French Immersion, including bilingualism’s cognitive, cultural, and career advantages.</li> <li>Host information sessions and French Immersion events to engage parents and students.</li> </ul>   | <ul style="list-style-type: none"> <li>Increased student enrollment in French Immersion programs.</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>Year 1-3</li> </ul>   | <p><b>Teacher Training and Development:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities for French Immersion teachers to enhance language skills and pedagogy, specific to French Immersion.</li> <li>Support peer collaboration and mentoring among French Immersion educators to share best practices and foster professional growth.</li> </ul> | <ul style="list-style-type: none"> <li>Improved French language proficiency and academic achievement in French Immersion students.</li> </ul> |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Year 1-3</li> </ul> | <p><b>Curriculum Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Integrating rich, culturally relevant content that enhances language acquisition and appreciation for French language and Francophone cultures.</li> <li>• Develop and implement activities that promote experiential learning in French, such as field trips, guest speakers, or cultural celebrations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Improved French language proficiency and academic achievement in French Immersion students.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Year 1-3</li> </ul> | <p><b>Inclusive and Supportive Environment:</b></p> <ul style="list-style-type: none"> <li>• Implement strategies to support students with diverse learning needs within French Immersion, ensuring all students can succeed in the bilingual environment.</li> <li>• Encourage collaboration with parents and community members to build a supportive network for French Immersion students, reinforcing language learning outside the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Positive feedback from students, parents, and staff regarding the learning environment and overall program experience.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Year 1-3</li> </ul> | <p><b>Regular Monitoring and Assessment:</b></p> <ul style="list-style-type: none"> <li>• Track and analyze student progress in French Immersion through regular assessments, identifying areas of success and opportunities for improvement.</li> <li>• Use data to adapt teaching strategies, provide additional support where needed, and recognize the achievements of French Immersion students.</li> </ul>  | <ul style="list-style-type: none"> <li>• Improved French language proficiency and academic achievement in French Immersion students.</li> </ul>                            |



Review, Reflection and Progress update:

