



River Valley School Education Plan 2021-2024

2023-2024 - Year Three

Goals	Academic Excellence	Social Emotional Well-being	Career Connections
Connection to Alberta Education Domain	Student Growth and Achievement Teaching and Leading Learning Supports	Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context	Student Growth and Achievement Local and Societal Context
Stakeholder Engagement			
Visionary Statement	RVS students will reach their highest academic potential.	Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.	All students will graduate high school having had purposeful career pathway experiences that lead to a confident and successful transition to post-secondary career training (apprenticeship certification, certificates, diplomas, degrees.)
School Outcome and Corresponding Strategies	<p>RVS students will meet the acceptable/satisfactory standard, and one quarter or more of CESD students will achieve the standard of excellence on grade level assessments.</p> <p><i>*Grade 1-8 students will write standardized assessments in literacy and mathematics to determine level of ability and inform teaching practice.</i></p> <p><i>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</i></p> <p><i>*Teachers will continue to use Google Classrooms for instructional support</i></p> <p><i>*Collaborative focus on assessment</i></p> <p><i>*Support implementation of new curriculum through collaboration and professional learning</i></p> <p><i>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills programming.</i></p> <p><i>*Collective staff work on this goal will occur on professional learning days.</i></p>	<p>Any student challenged in an area of social emotional well-being will have access to division supports and services</p> <p><i>*Staff members will use a supportive process (KITE) for the most vulnerable students.</i></p> <p><i>*RVS staff will use the Social Emotional Framework tool to identify student needs and plan interventions.</i></p> <p><i>*Student focused YES program will continue to support all students.</i></p> <p><i>*The school will continue to use the Collaborative Response framework (CR) to address the needs of struggling students.</i></p> <p><i>*Accessing a continuum of Social Emotional Wellness supports for students and families.</i></p> <p><i>*More specialized supports may be available through programs like Family School Wellness, and Mentorship.</i></p> <hr/> <p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <p><i>*All administrators will participate in the Social Emotional Well-being and Inclusion Leader Learning Series</i></p> <p><i>*All teachers will participate in Social Emotional Well-being training.</i></p> <p><i>All Educational Assistants will participate in the Social Emotional Well-being and Inclusion Educational Assistant Learning Series.</i></p>	<p>100% of RVS middle school students (Gr 6-8) will be preparing a plan for high school and will have reflected on possible post-secondary learning or career training beyond high school.</p> <p><i>*Middle school students will use MyBlueprint/ All About Me for career exploration beginning in grade 6.</i></p> <p><i>*A team will be established to develop a career connections scope and sequence of resources.</i></p> <p><i>*Students will be exposed to future career opportunities through guest speakers, field trips and curricular activities.</i></p> <p><i>*One to one high school / career conversations completed with all grade 8 students and communication home.</i></p> <p><i>*A potential professional read (Sparked by Jonathan Fields) will engage staff in reflection on human attributes that align well with particular areas of interest/careers and how that relates to engaging students while at school.</i></p>
School Outcome and Corresponding Strategies	<p>85% of RVS students will be reading at or above grade level.</p> <p><i>*Grade 1-8 students will write standardized assessments in reading:</i></p> <ul style="list-style-type: none"> Grade 1-3 using the provincially approved assessments Grade 1-8 using CESD approved Level A reading assessments <p><i>*Staff will employ collaborative time to to design reading / writing interventions and enrichment opportunities for students</i></p>	<p>Each student will achieve an attendance rate of 75% or higher.</p> <p><i>*Examination of attendance data and its impact on student success,</i></p> <p><i>*K-8 flexible learning options will be available for students unable to attend full time in the regular classroom.</i></p> <p><i>*Anxiety strategies and supports will be offered to all students through the Mental Health Capacity Building Grant Program (K-8), and Family School Wellness Supports.</i></p> <p><i>*Increased supportive communication around the importance of attendance in regard to school success.</i></p>	<p>90% of CESD students will achieve 3-year High School Completion.</p> <p><i>*Collaborative transition plan between SHS and River Valley for grade 8 students</i></p>
School Outcome and Corresponding Strategies	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><i>*Enhance visibility of Indigenous culture in our schools</i></p> <p><i>*Create opportunity for staff/adult growth and learning regarding Truth and Reconciliation through The Four Seasons of Reconciliation and ongoing professional development opportunities.</i></p>	<p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p><i>*School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD.</i></p> <p><i>RVS staff will complete the Social Emotional Well-being Certification Series.</i></p>	
Success Measures	<p>RVS & CESD Measure:</p> <p><i>*Reading Support Level Data</i></p> <p><i>*Writing Assessment</i></p> <p><i>*Math Assessment</i></p>	<p>RVS Measure:</p> <p><i>*Student Attendance</i></p> <p><i>*Data collected and reviewed from CR meetings</i></p> <p><i>*Family School Wellness data</i></p>	<p>RVS Measure:</p> <p><i>*% of Gr 6-8 students engaging with MyBlueprint</i></p> <p>Alberta Education Measure:</p>



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	<p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Acceptable standard and standard of excellence <ul style="list-style-type: none"> ● PAT 6 *Literacy and Numeracy Screening Gr 1-3 *First Nation, Metis, and Inuit Student Success, English Language Learning *Parental Involvement *Student Engagement 	<p><i>*Office Referral data</i></p> <p>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher & Educational Assistants)</p> <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Citizenship *Safe and Caring Schools 	<p><i>*6-Year transition rate</i></p> <p><i>*3-Year high school completion rate</i></p>
<p>CESD relies on Alberta Education and local measures found on the Division Assurance Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with their stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.</p>			