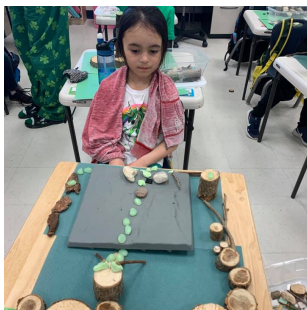




# School Education Plan 2021-2022 to 2023-2024

École Barrie Wilson School



## École Barrie Wilson School

300 Timothy Drive  
Red Deer, Alberta, T4P 0L1  
Phone: 403-348-0050  
Website: [barriewilson.rdpsd.ab.ca/](http://barriewilson.rdpsd.ab.ca/)

Principal: Colette  
Vice Principal: Ashley Phillips  
Vice Principal: Tiana Harker

### School Profile:

École Barrie Wilson School opened its doors to students in East Red Deer on September 2, 2014. Barrie Wilson is a K-5 dual track school with both a French Immersion and a regular English program serving approximately 560 students. This year EBWS is focused on 4 key areas; Literacy and Numeracy success for all students. Project Based Learning, and integration of Technology.

Anticipated Student Enrolment: 560

Anticipated Staff Profile:

- 31 Teachers
  - 14 Classified Staff
  - 3 Facility Services Staff
- 48 Total Staff**

### School Vision & Mission:

#### Vision

- Diverse stories, common direction, unlimited destinations
- Des diverses voies; une direction commune; des destinations illimitées

#### Mission

- Empowering learners to develop and celebrate curiosity while nurturing hope, through authentic experiences.
- L'autonomie des apprenants à développer et à célébrer la curiosité tout en nourrissant l'espoir, à travers des expériences authentiques.

### Opportunities and Challenges:

EBWS has a diverse and growing school population, with both English and French Immersion programs, as well as a high number of English Language Learners. Our school is close to capacity so we are challenged to make the most efficient use of our space to best meet the learning needs of our students. Our school continues to work on developing strong literacy and numeracy skills in all students. We will also ensure that all students have a variety of classroom experiences that include Project Based Learning, regular use of technology and quality daily physical education.

### School Education Plan Development and Communication:

The École Barrie Wilson School School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The School School Education Plan is posted on our website at: <http://barriewilson.rdpsd.ab.ca/>

## Education: School Accountability Pillar Report Card:

### Accountability Pillar Overall Summary

3-Year Plan - May 2020

School: 1783 Ecole Barrie Wilson Elementary School

Measure Category	Measure	Ecole Barrie Wilson Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.5	94.6	93.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.5	94.2	91.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	96.9	95.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Work Preparation	100.0	91.7	82.8	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	90.6	89.6	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.6	89.1	84.9	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.0	87.0	87.7	81.5	81.0	80.9	Very High	Improved	Excellent

## Outcomes, Strategies, and Performance Measures:

<b>Throughline Priority</b> (This outcome stretches across all three priority areas.)	
<b>Outcomes and Goals/Strategies</b>	<p><b><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan.</li> </ul> <p><b>School Generated Strategies:</b></p> <ul style="list-style-type: none"> <li>● The CLW will bridge support with families over the summer.</li> <li>● Prioritize numeracy and literacy benchmarking and intervention where there are gaps. Begin intervention support within the first two weeks of September.</li> <li>● Access EAs for targeted literacy and numeracy intervention</li> <li>● Scaffold the units throughout the year with review of previous concepts</li> <li>● Provide ongoing social and emotional support through multiple stakeholders and entry points: weekly Mental Health and Character Education Lessons (with homeroom teacher, admin and CLW), school wide student interest intake and implementation into lessons.</li> <li>● Embed wellness activities into the regular school schedule and staff meetings days according to the BW Wellness Committee.</li> <li>● I.e:               <ul style="list-style-type: none"> <li>○ For students: three recesses daily, fresh fruit Fridays, etc.</li> <li>○ For staff - at school: daily lunch aerobics &amp; Walking Club, wellness bags</li> <li>- on Staff Learning Days: yoga, mindfulness, physical activity, wellness presenters</li> </ul> </li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP)</li> <li>● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP)</li> </ul>



## Literacy And Numeracy

...refers to the ability of students to effectively and confidently work with words and numbers.

<p><b>Outcomes and Goals/Strategies</b></p>	<p><b><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></b></p> <p><b><i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts and Mathematics K-6 Curriculum.</li> </ul> <p><b>School Generated Strategies:</b></p> <p>Continue with school-wide guided reading and Leveled Literacy Intervention program</p> <ul style="list-style-type: none"> <li>● Implement Units of Study writing program</li> <li>● Early intervention supports led by the LAT training EAs to provide targeted small group literacy and numeracy intervention</li> <li>● Refer to Covid Recovery Plan to ensure intervention and access to supports in the first two weeks of September.</li> </ul>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level. (RDP)</li> <li>● Survey result scores for literacy satisfaction by students, parents and staff. (RDP)</li> </ul>

Priority	<p style="text-align: center;"><b>Equity</b></p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p style="text-align: center;"><b>Outcomes and Goals/Strategies</b></p>	<p><b><i>All learning and work environments within Red Deer Public Schools are inclusive, respectful, safe, caring and free of discrimination and harassment.</i></b></p> <ul style="list-style-type: none"> <li>● By February 28th, 2022, Red Deer Public Schools will develop a Board Policy to address bullying, discrimination and harassment that will, in turn, be implemented into practice by all schools (Welcoming, safe, caring, inclusive and respectful learning environments).</li> <li>● By January 31st, 2022, Red Deer Public Schools will compile data gathered by all schools, through their consultation with parents and students, regarding how students see themselves represented in the larger school context.</li> </ul> <p><b><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></b></p> <p><b>School Generated Strategies Entered Here</b></p> <ul style="list-style-type: none"> <li>● Brainstorm and implement activities that support our 6 core values for learning and life; ie; celebrate one value per month, school wide challenges in the gathering area, celebrations on BWN, spirit days</li> <li>● Offer student leadership roles that promote</li> <li>● Continue to implement Mental Health lessons and lessons that include the SOGI policy (PRISM resources).</li> <li>● Host days where lessons celebrate this topic.</li> </ul>
<p style="text-align: center;"><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Overall agreement that students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall agreement that students model the characteristics of active citizenship. (AE)</li> <li>● Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.</li> </ul>

## Student Success And Completion

... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.

### Outcomes and Goals/ Strategies

***Through an emphasis on inclusivity and differentiation, all staff have the ability to meet the learning needs of all students through excellent instruction.***

- By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum.
- By June 30th, 2022 all Kindergarten to Grade 6 teachers will be able to identify and implement universal and targeted differentiation, adaptation, and modification aligned with the new Kindergarten to Grade 6 curriculum in their lessons to support inclusion of all learner profiles in their classroom.
- By June 30th, 2022 Kindergarten to Grade 6 teachers will have spent time planning opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.
- **School Generated Strategies:**
  - Taking into consideration the recovery plan, scaffolding and differentiation will occur in order to meet the varied needs in the classroom.
  - Throughout the school year, dedicated time will be given to support the implementation of the new curriculum through collaboration, presentations and professional development.
  - Expand our FNMI integration throughout all subjects and events. Time will be allocated to each Staff Learning Day to spend time planning opportunities for all staff to develop a knowledge and understanding of First Nations, Métis and Inuit cultures to share with their students.
  - Use the last four staff learning days to work with colleagues to plan for the delivery of the new Kindergarten to Grade 6 curriculum and to support inclusion of all learner profiles in their classroom.

***Red Deer Public Schools will provide the best alternative programming for students.***

- By March 31st, 2022, Red Deer Public Schools will develop and implement a detailed plan regarding alternative pathways for middle school and high school programming.

***The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.***

**School Generated Strategies:**

- The +3 Core Values will continue to be taught through the B3 lessons and celebrated in school wide celebrations.

	<ul style="list-style-type: none"> <li>● Embed First Nations, Métis and Inuit understanding into our Large Group Health Lessons.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE)</li> <li>● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)</li> <li>● Overall satisfaction with the quality of basic education. (AE)</li> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</li> <li>● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (RDP)</li> <li>● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (RDP)</li> </ul>