



School Education Plan 2017-2018 to 2019-2020

Escuela Vista Grande



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Website: <http://pines.rdpsd.ab.ca/>
(temporary website until we move
to our new school.)

School Administration:
Principal: Sra. Anie Wells
Vice Principal: Sra. Rafaela Marques

School Profile:

The Spanish Bilingual program opened its doors in 2012, when it was located at G.H. Dawe School, with the first ECS class. In September 2014, the program moved to its own location at Escuela Pines School with classes in ECS, Grade 1 and 2. Every year, a new grade is added. The School Board is very committed to the program, and the enrolment growth is amazing every year! We are now up to grade 5.

This year, as Escuela Vista Grande, our new facility, we will have a student population of approximately 210 students. Escuela Vista Grande is committed to surrounding its students with a high level of Spanish language and culture. The large majority of our staff, EAs, secretary and teaching staff is able to communicate in Spanish and they represent a variety of cultures. We have 12 teachers/administrators, and 6 classified/facility services staff members for a total staff of 18 dedicated adults.

Despite still being a small school, the language and culture are thriving. The feeling of community makes everyone feel very welcomed at our school. We receive an amazing level of parent support, ranging from the School Council, special events committee, fundraising group, hot lunch program, and much more.

Being a school belonging to the International Spanish Academy, we were again able this year to apply for the visiting teacher program. We currently have three visiting teachers amongst our staff and three more coming for the school year 2017-2018.

Escuela Vista Grande is a school of choice, and any student residing in the city of Red Deer may apply to join our program. Students living outside of the city are considered when room and resources are available.

We look forward to the year ahead, and the staff renews its commitment to offering the highest level of education in a safe and caring environment.

Anticipated Student Enrolment: 210 FTE

Anticipated Staff Profile:

- 12 Teachers (11.2 FTE)
- 5 Classified Staff (4.5 FTE)
- 1 Facility Services Staff
- **18 Total Staff**



Vision, Mission, Beliefs:

Vision:

“Providing an engaging, bilingual learning environment where students will build their foundation to be successful world citizens.”

Mission:

“Building upon the natural curiosity and sense of wonder of our learners.”

Motto:

“Together...We dream and achieve!”

“Juntos...soñamos y logramos.”

Belief Statements with regards to:

Student Learning and Academic Achievement:

Students will be provided with a caring and stimulating learning environment that will support collaboration, innovation, communication and independence as learners.

Our students will be appropriately challenged and motivated to expand their learning through exploration, discovery and play.

The staff will strive to develop a strong love of learning in their students that will prepare them for their transition into the next grade.

We will nurture a strong community of ambitious and determined learners embracing new opportunities through bilingual excellence.

Teaching:

Teachers and Educational Assistants will develop and improve their teaching/facilitating skills through reflective practice and ongoing collaboration with their colleagues.

They will use and discuss their annual professional growth plan in collaboration with their administrators.

The staff will maintain a high standard of Spanish communication between themselves and students.

Bilingual Communication:

Our students will achieve excellence (modeling accents and cadence) when speaking, reading, writing and listening in Spanish through problem solving development.

They will embrace the challenge of using both Spanish and English languages to learn and discover the similarities, differences and nuances of language learning, thereby receiving the added benefit of developing the whole brain.

Technology:

Computer based literacy will provide students with the skills to collect, evaluate and share information in a way that makes the most sense to them.

Students will use technology to have access to the world, specifically to the Spanish speaking culture.

Global Citizenship:

We believe that caring begins in our school through respect, empathy and integrity.

Students will feel part of the Spanish speaking world and community by engaging in meaningful cultural activities.

Our students will appreciate and understand the importance of caring for the environment and experience the joy of giving to others.

Active Healthy Living:

Our students will be provided with daily opportunities to be active.

We believe in the importance of emotional and physical well-being as crucial factors in a child's ability to maximize their potential.

Reaching Out to Stakeholders:

The School Council will have meaningful involvement as an advisory body to the school.

Parents will receive timely communication through the school and teachers' newsletters, pingüino post and the school's website.

Parents and community members will have opportunities to partake in the life of the school.

Students and staff will participate in community events and build relationships outside the school.

Opportunities and Challenges:

In the Fall of 2017, we will be relocating our Spanish Bilingual Program to Escuela Vista Grande to accommodate for future growth. We have been adding two classes of each grade for the last few years, while also adding a new grade every year until we reach Grade 8. This is very exciting for our school community. We are very proud of our rapid and steady growth, and of the success of our program.

One challenge however, is being able to find Spanish speaking teachers and educational assistants. For teachers, we have in the past and will continue to at times, the practice of having a Spanish and an English teacher each responsible for 50% of the program of two classes.

Being an ISA school (International Spanish Academy), we are able to access the Visiting Teachers' Program which has been a great benefit to us, but which also has limitations as those teachers are here for a restricted number of years.

Of course, we will continue our work on Literacy through a common methodologies' approach (such as balanced Literacy, Daily 5, 6 +1 Traits of Writing), our Character Education Program and Zones of Regulations, while also adding a strong focus on Mathematical Mindset.

Next Year, we will start to investigate how we will proceed with the delivery of options for Middle School, and becoming partners with Eastview Middle School to offer more choices for our students.

We look forward to the years ahead as our program continues to grow through excellent instruction and amazing opportunities for all.



School Education Plan Development and Communication:

The Escuela Vista Grande 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 Escuela Vista Grande School Education Plan is available at the school and is posted on our website at: <http://pines.rdpsd.ab.ca/> (temporary website until we move to our new school).



Alberta Education: School Accountability Pillar Report Card:

Accountability Pillar Overall Summary
 3-Year Plan - May 2017
 School: 1952 Escuela Pines



Measure Category	Measure Category Evaluation	Measure	Escuela Pines			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	Good	Safe and Caring	87.9	100.0	100.0	88.5	89.5	89.3	High	Maintained	Good
		Program of Studies	84.5	78.6	78.6	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	94.6	100.0	100.0	90.1	90.1	89.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
		PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
		Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
		Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	88.0	100.0	100.0	82.7	82.6	81.9	Very High	Maintained	Excellent
		Citizenship	78.3	100.0	100.0	83.7	83.9	83.6	High	Declined	Acceptable
Parental Involvement	Good	Parental Involvement	84.1	100.0	100.0	81.2	80.9	80.7	Very High	Declined	Good
Continuous Improvement	Good	School Improvement	78.1	85.7	85.7	81.4	81.2	80.2	High	Maintained	Good



Priority	<h2 style="text-align: center;">Literacy And Numeracy</h2> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
Outcomes and Strategies	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> ● Continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension. ● Implement opportunities for increased parental involvement to support literacy in the home. ● Expand the use of guided reading resources containing local First Nations and Métis perspectives. ● Continue the practice of Daily 5/Café methodologies in conjunction with the Literacy Place and Moving Up with the Grades guided reading resources. ● Continue to implement the 6+1 Traits of writing, and devote some collaborative time for the development of a K-7 rubric on what the Traits should look like at each Grade level. ● Continue the Students and Teachers are Reading Together program to support struggling readers and strengthen confidence through building relationships. <p><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></p> <ul style="list-style-type: none"> ● Do a whole school book study using Jo Boaler’s book, “Mathematical Mindsets” ● Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers. ● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment with a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset. ● Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-7 are benchmarked and the data is individually recorded for instructional planning purposes. ● Explore and implement opportunities for increased parental involvement to support numeracy in the home. ● Allocate collaborative time to develop binders of instructional strategies for students requiring targeted interventions
Performance Measures	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests. ● Percentage of students in Grades 1 to 7 who are reading/literate within one year of grade level. (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff. (RDP) ● Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA). ● Percentage of students in Grades 2-7 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).

Priority	<h2 style="text-align: center;">Equity</h2> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
Outcomes and Strategies	<p><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> ● Continue the implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle. ● Build capacity with teachers in regards to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners. ● Build capacity with staff to incorporate First Nations' perspectives into their practice. ● Build capacity with staff in the areas of social and academic language for students with English as a Second Language. <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Develop and implement a universal approach to the delivery of the Health and Life Skills curriculum. ● Continue to implement the district-wide Comprehensive School Health model. ● Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI "Point People", Mental Health Practitioners, School Counsellors, and Parents. <p><i>Through the reduction of barriers each student is able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> ● Equitably allocate staff and resources. ● Allocate our Classroom Improvement Fund towards more Educational Assistant hours. ● Enhance and support ease of access for families. ● Work with the School Council to eliminate costs for field trips (or reduce them to a minimum) and provide agendas to students in Gr. 1-8. ● Work with School Council to create a Benevolent Fund.
Performance Measures	<ul style="list-style-type: none"> ● Percentage of students in Grade 6 who achieved the acceptable standard and the standard of excellence on Provincial Achievement. ● Overall agreement that students are safe at school and learning the importance of caring. (AE) ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) ● Overall percentage of students and parents who feel students receive the help and support they require at school. (RDP) ● Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP) ● Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP) ● Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)

Priority	<h2 style="text-align: center;">Student Success And Completion</h2> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes and Strategies	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></p> <ul style="list-style-type: none"> ● Work with other schools in our District to develop common practices in order to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness. ● Work with other schools In the District to develop common practices in order to create learning environments that focus on exploration, play, and inquiry. <p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></p> <ul style="list-style-type: none"> ● Strategies as outlined in the priority of Literacy & Numeracy. <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> ● Continue the practice of completing the transition forms and meet between the giving and the receiving teacher to create the best transition possible for our students (by grade and school). ● Monitor and respond to student progress throughout each reporting period. Continue the use of our Pyramids of Intervention tracking students in each of the three tiers and maintain binders with percentages for each classroom and for the school of students at each tier. Update these at each reporting period. ● Continue to monitor attendance and increase the focus of the school-based Learning Team, and Community Liaison Worker, to support improved attendance. ● Provide transition support for First Nations, Métis, and Inuit students. <p><i>Students experience character education programming in Grades 1-8.</i></p> <ul style="list-style-type: none"> ● Continue with the implementation of our three-year cycle of our Character Education Project. ● Highlight our Character Education within the school through whole school activities and contests. ● Continue with the whole school focus on the Zones of Regulation. ● Continue with our partnership with UNESCO focussing our activities on diversity, global citizenship and the importance of sustainable resources. ● Continue to monitor student academic progress and respond appropriately.
Performance Measures	<ul style="list-style-type: none"> ● Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA). ● Overall satisfaction with the quality of basic education. (AE) ● Students identified with attendance issues. (RDP) ● Overall agreement that students model the characteristics of active citizenship. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● 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)