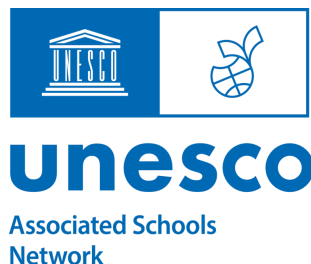




# School Education Plan 2025-2026 to 2027-2028

**Escuela Vista Grande  
Spanish Bilingual School**



## Escuela Vista Grande

4145 46 Street  
Red Deer, Alberta, T4N 3C5  
Phone: 403-342-4434  
Website: <https://vistagrande.rdpsd.ab.ca/>

School Administration:  
Principal: Rafaela Marques  
Vice Principal: Leah Deschenes

### School Profile:

Serving the communities of Red Deer and area, we offer Spanish and English bilingual programming to students from kindergarten to grade 8. We are a UNESCO school. We are a proud member of the International Spanish Academy group of schools.



**Anticipated Student Enrolment: 275 FTE**

### Anticipated Staff Profile:

- 15 Teachers (13.6 FTE)
- 2 Classified Staff (2 FTE Educational Assistants)
- 1 Facility Services Staff (1 FTE)

### CASA Integrated Program

- 1 teacher (1 FTE)
- 1 therapist
- 1 mental health assistant

### District Intervention Program

- 1 teacher (1 FTE)
- 2 Classified Staff (2 FTE)

**24 Total Staff**

**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:**

Aprendizaje sin Fronteras - Learning without Borders

**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 (modelling 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, School Engage, social networks and the school's website.

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

#### **Opportunities and Challenges**

After several years of growth, our program now covers Kindergarten to Grade 8. We are growing each and every year and we are retaining our gr. 5 to gr. 6 students at a very high rate and we will strive to continue this trend. We continue to have two entry points, Kindergarten and Grade 1, as mandated by the province. We have made a concentrated effort to increase our initial numbers for the program via social media and advertising

campaigns within our community. In September 2025, our school will continue to host a small cohort of students that require reintegration into a school setting after experiencing a variety of traumas that have limited their attendance and participation in a school setting as well as the CASA mental health classroom.

We no longer rely on the Visiting Teacher Program as part of the International Spanish Academy. We continue the trend of finding and hiring excellent Spanish teachers from within the province, which is allowing us to build more stability in staffing. Moving forward, we will continue with our work on Literacy through common methodologies (especially those set out by UFLI methodology of reading and writing), strengthening the Values Program initiated by our District into our school, while also putting a strong focus on literacy and numeracy through levelled targeting of students in need and promoting differentiation at all grade levels.

#### **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. This Education Plan was shared at a public meeting on June 17th, 2025. The Escuela Vista Grande School Education Plan is available at the school and is posted on our website at:

<http://vistagrande.rdpsd.ab.ca>

## Alberta Education Assurance Measures Overall Summary (Fall 2024):

Fall 2024

School: 1952 Escuela Vista Grande

Assurance Domain	Measure	Escuela Vista Grande			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>	85.0	84.6	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	83.0	83.1	84.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	<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>	90.5	86.7	86.7	68.5	66.2	66.2	Very High	Maintained	Excellent
	<a href="#">PAT6: Excellence</a>	33.3	26.7	26.7	19.8	18.0	18.0	Very High	Maintained	Excellent
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<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>	90.6	90.3	91.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.4	90.6	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	84.1	84.6	84.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	79.4	76.5	84.5	79.5	79.1	78.9	High	Maintained	Good

## Alberta Education Assurance Measures First Nations', Métis, and Inuit (FNMI) Summary (Fall 2024):

Fall 2024

School: 1952 Escuela Vista Grande (FNMI)

Assurance Domain	Measure	Escuela Vista Grande (FNMI)			Alberta (FNMI)			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>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	*	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	*	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Alberta Education Assurance Measures English as an Additional Language (EAL) Summary (Fall 2024):

Fall 2024

School: 1952 Escuela Vista Grande (EAL)

Assurance Domain	Measure	Escuela Vista Grande (EAL)			Alberta (EAL)			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>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	<a href="#">PAT6: Excellence</a>	*	*	n/a	16.5	15.7	15.7	*	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Strategies and Performance Measures:

## Student Growth and Achievement

*Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.*

### Outcomes

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

### Division Strategies

- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.
- Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School.
- Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing

	ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community
<b>Division Performance Measures</b>	<ul style="list-style-type: none"> <li>• The percentage of teachers, parents and students who agree that students are engaged in their learning at school.</li> <li>• Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>• Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.</li> <li>• Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.</li> <li>• Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.</li> <li>• Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.</li> <li>• Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure)</li> <li>• Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure)</li> <li>• The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>• We are continuing to work towards synchronizing the new curriculum with our current Spanish curriculum and updating it in all areas; focusing on kindergarten to grade 6 classes.</li> <li>• We encourage teachers to participate in District curriculum planning sessions and other professional development opportunities.</li> <li>• We are continuing to work towards common vocabulary expectations for each grade level: common grammar and syntax skills for each grade level; written samples for comparison as each grade level.</li> <li>• Implementation of the Science of Reading Strategies in both English and Spanish.</li> <li>• Continuing to create an environment of innovation and collaboration while also creating partnerships with community organizations such as the AMA Community Foundation (indoor gardening program) and the City of Red Deer (outdoor gardening program).</li> <li>• Continuing to create successful world citizens as a candidate school for the Canadian Commission of UNESCO in addition to utilizing programs such as Roots of Empathy and Classroom Champions</li> <li>• We continue to incorporate and encourage the six District Values into our daily school lives. We have regular discussions about the various values and how they pertain to the classroom environment and to our society. We have monthly celebrations where students who practice and show the values within the school are recognized as Vista Grande citizens of the month.</li> <li>• We will continue to implement the WITS anti-bullying program in our school.</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>• Through regular benchmarking for students in Grades 1 to 8, we determine those who are reading/writing within one year of grade level.</li> <li>• We track these benchmarking statistics and create target groups (LENS, CC3)</li> <li>• We analyze survey results for literacy satisfaction, numeracy satisfaction by students, parents and staff.</li> <li>• We analyze survey results to see the percentage of students who feel safe at school and are using the WITS program to teach students how to deal with conflict safely.</li> <li>• Use of Alberta Education numeracy assessments as well as the May Math Assessment to track numeracy skills within student groups and to plan student support accordingly.</li> </ul>



	<ul style="list-style-type: none"> <li>● We collect feedback from students on the value of peer support and collaboration in their learning and conduct surveys or use wellness check ins to measure student well-being and emotional health.</li> <li>● We review the success rate of accommodations in helping students achieve their learning outcomes.</li> <li>● We participate in district-wide athletic events such as the Dawe Run and the Cross Country Ski Loppet.</li> </ul>
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## Teaching and Leading

***Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.***

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</li> <li>● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</li> <li>● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.</li> <li>● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.</li> <li>● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</li> </ul>
<b>Division Strategies</b>	<ul style="list-style-type: none"> <li>● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.</li> <li>● Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.</li> </ul>
<b>Division Performance Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>● The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure)</li> <li>● Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all teachers will have the knowledge, skills and attitudes required to implement the new curriculum for kindergarten to grade 6.</li> <li>● Translating new curriculum resources into Spanish.</li> <li>● Using professional development days to focus on High Impact Teaching Strategies by John Hattie and Robert Marzano.</li> <li>● Supporting programs based on innovation and hands-on experiences to further develop our students' curiosity and experiential learning</li> </ul>

	<ul style="list-style-type: none"> <li>Continuing to work on specialized numeracy workshops. Workshops will be conducted in Spanish and English (Math classes are taught in Spanish)</li> <li>Spanish teachers at Escuela Vista Grande had the opportunity to participate in the Encuentros Spanish Bilingual Conference to gain new language acquisition ideas as well as to network with other Spanish language teachers.</li> <li>Continuing to use online tools (Reading A-Z, Read Naturally Live) to enhance reading skills within the school.</li> <li>Creating dedicated collaboration time into our schedule on a biweekly basis to allow groups of teachers to work together on curriculum goals or to meet about specific students.</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <li>In weekly Student Support Meetings, we continue to track the number of students that require supports in academic or social-emotional needs and seek wraparound support when necessary</li> <li>Continue to track students using a variety of benchmark tests to determine reading groups and to target comprehension while reading.</li> <li>Using the Alberta Education math assessments as well as the May Math Assessment, we create math support plans for students.</li> <li>Analyze all survey data to determine the percentage of staff, students and parents satisfied with the overall quality of education at Escuela Vista Grande.</li> </ul>

## Learning Supports

***Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.***

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Learning environments are welcoming, caring, respectful and safe.</li> <li>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>Education partners fulfil their respective roles with a shared understanding of an inclusive education system.</li> <li>Students and their families work in collaboration with education partners to support learning.</li> <li>The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.</li> <li>Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.</li> <li>Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.</li> </ul>
<b>Division Strategies</b>	<ul style="list-style-type: none"> <li>Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition &amp; implementation process to ensure that the initiatives deemed most essential are adequately resourced.</li> <li>Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.</li> </ul>
<b>Division Performance Measures</b>	<ul style="list-style-type: none"> <li>The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</li> <li>The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.</li> <li>Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure)</li> </ul>

	<ul style="list-style-type: none"> <li>Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)</li> </ul>
<b>School Strategies</b>	<ul style="list-style-type: none"> <li>The use of small group interventions for literacy and numeracy as well as cross grade collaboration for Spanish and English Language Arts.</li> <li>The use of parent volunteers for learning support in our classrooms.</li> <li>Continuously communicate with parents about school events, learning, and Spanish Language Learning resources through La Razon, our Social Media pages and classroom newsletters.</li> <li>Support our Family School Liaison Counsellor in her work with our families and have a clear process to direct families to her via the Student Support Team.</li> <li>When needed, seek support from our Student Services Coordinator during our Student Support Team meetings.</li> <li>Data collected by staff will be used at weekly meeting of Student Support Team to discuss strategies, services and goals for targeted students (academic and social-emotional growth)</li> <li>Work with the staff of Students Services to build staff capacity in being proactive in their work approach with students who have diverse educational needs.</li> <li>We continue to sponsor a District initiative to help students reintegrate into the regular school setting and seek opportunities to create mentorship opportunities for students.</li> </ul>
<b>School Performance Measures</b>	<ul style="list-style-type: none"> <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.</li> <li>Overall percentage of students and parents who feel students have access to appropriate supports and services at school.</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).</li> </ul>

### Staff Learning Day Plan:

Date		Division Priorities	School Goals
	<b>August 25</b>		Staff Meeting - AM Staff self directed time - PM
	<b>August 26</b>	<b>Optional Division PD</b> <i>K to 12 - Learning Services</i> <b>Student Services - Student Support Room</b> <i>Training - 8:30 - 11 am</i> <b>Technology Services - Tech Lead Meeting</b> <i>- 1:00-3:00 pm</i>	Staff self directed time - all day  RDPSD Directed PD - some mandatory and some optional
	<b>August 27</b>	FSLC training with Kevin Cameron	Teacher time to look at class profile (ISPs etc) - AM  Teacher self directed time - PM
	<b>August 28</b>	FSLC training with Kevin Cameron	Staff PD - AM ("Are we a group or are we a team?" - Kurtis Hewson)  Staff directed time - PM

	<b>August 29</b>		Staff collaborative time to work on School Ed Plan goals - AM (Visible Learning Lesson Planning-How to implement HITS in your classroom-John Hattie)  Student School Supply drop off and meet the teacher - PM
<b>September 19</b> <b>K-8 Only</b>		<b>H.I.T.S. - Enhancing Learners' <u>SKILL</u></b>	Staff meeting/collaborative time - AM Collaborative Goal Setting - Kurtis Hewson  Staff directed time - PM
<b>October 9</b>	<b>K - 8 PT Conferences</b>		
<b>October 10</b>		<b>Student Services - Student Support Room Training - 8:30 - 11 am</b> <b>H.I.T.S. - Enhancing Learners' <u>SKILL</u></b>	Staff meeting/collaborative time - AM Data Analysis - Kurtis Hewson  Staff directed time - PM
<b>November 7</b>		<b>H.I.T.S. - Enhancing Learners' <u>SKILL</u></b>	<b>Hour Zero Training</b>
<b>December 11</b> <b>K-8 Only</b>	<b>K - 8 PT Conferences</b>		
<b>December 12</b>		<b>H.I.T.S. - Enhancing Learners' <u>WILL</u></b>	Staff meeting/collaborative time - AM  Staff directed time - PM
<b>January 16</b> <b>K-8 Only</b>		<b>New Curriculum</b> <i>K to 3 Social</i> <i>K to 6 - Math &amp; ELAL Update</i> <b>Student Services - Student Support Room Training - 8:30 - 11 am</b> <b>H.I.T.S. - Enhancing Learners' <u>WILL</u></b>	Staff meeting/collaborative time - AM -Review of Collaborative Goals  Staff directed time - PM
<b>January 30</b> <b>High School Only</b>	<b>Semester Start-Up</b>		
<b>March 19</b> <b>K-8 Only</b>	<b>K - 8 PT Conferences</b>		

<b>March 20</b>	<b>Student Services - Student Support Room</b> <i>Training - 8:30 - 11 am</i> <b>H.I.T.S. - Enhancing Learners' <u>THRILL</u></b>	Staff meeting/collaborative time - AM Skill, Will, Thrill  Staff directed time - PM
<b>May 15</b>	<b>Collaborative Marking of writing assessments (Gr. 1-8)</b> <b>H.I.T.S. - Enhancing Learners' <u>THRILL</u></b>	Staff meeting/collaborative time - TBA Skill, Will, Thrill  District PD marking - TBA
<b>June 12</b> <b>(K to 8)</b>	<b>H.I.T.S. - Enhancing Learners' <u>THRILL</u></b>	Staff meeting/collaborative time - AM Skill, Will, Thrill  Staff directed time - PM

### School Council:

#### 2024-2025 School Council Summary: School Council Annual Report Executive:

Name	Position
Jennifer Anderson	Chairperson
Shannon Lucas	Co-Vice Chairperson
Darren Woodruff	Co-Vice Chairperson
Eline Schmidt	Secretary

**Meeting Dates:** September 18, 2024, October 15, 2024, November 16, 2024, January 21, 2025, February 25, 2025, March 18, 2025 April 15, 2025, May 20, 2025, June 17, 2025

We, the School Council Committee, would like to take a moment to express our sincerest appreciation to the numerous individuals who have contributed to making the 2024-2025 school year at Escuela Vista Grande a resounding success. Thank you to our Vista Grande Association, parent volunteers, administrators, school staff, community businesses and everyone who has worked diligently behind the scenes to create a supportive and inclusive environment that benefits our entire school community, and we recognize that this achievement would not have been possible without their collective efforts.

#### School Council Summary of Events that happened throughout the school year:

- All school council meetings were held almost every third Tuesday of the month in person at the school. In the first meeting called to order, school council elections were held on September 18th. Chair, two co-vice chairs, and secretary were voted in.
- With the help of Red Deer SPARK we were able to get stencils to spray paint games onto our school playground at the beginning of the school year.

- Our first event was held November 06 th of 2024. The event was a cultural Latin game night. We learnt many different types of games from different Latin countries. Once a game was completed, a paper passport was stamped, and once all games were done individuals that participated were able to enter a draw for one of three prizes.
- In December the school council did a hot dog lunch to help raise funds for the Puerto Rico trip for May. The funds went towards transportation for the kids. Hot dogs were donated to us from Central Alberta Co-op.
- With the help of the Vista Grande Association (VGA) in December, they were able to raise enough funds to replace the chromebooks that needed to be replaced for the school.
- At the school's Winter Carnival, we were able to set up the table to introduce ourselves and served hot chocolate that was donated to us from Tim Hortons Clearview Market location.
- In January, the school council held a Family Rebels Game Night through parent volunteers. It was a very successful event many Escuela Vista Grande students and staff attended.
- Also in January, we held our Cultural Night event at the school. There were 12 different countries represented at the event. Many of our volunteers were parents or grandparents of the children that attended the school.
- During our February meeting we invited the CASA program to come speak to us. They presented on the different types of programs they offer, which one of their programs are set at Escuela Vista Grande.
- On April 11 th 2025, we had a couple of events going on for the school. We had a gracious donation from the Red Deer Olymel of hot dogs that were sold for hot dog lunch. Money went towards school needs. We also held a Scavenger Hunt with a Dance in the evening, and it was well liked. We had many parent volunteers to help with both events. The VGA wrapped up their silent auction and raised close to \$8,000.
- On April 26 th one of the school council committee members attended the ASCA symposium.
- In May we started the first full week with teacher appreciation. Everyday for that week, gracious parents made our school staff feel very appreciated.
- Our VGA received a garden grant in May to re-do our garden. They have been working hard on getting it done. We had also got approval from the City to build a GAGA ball pit, which will be getting built in the month of June.
- On May 28 th , we signed up and attended 'Fundraising Association Partnership Purpose ASCA training. We used some of the \$500 Alberta School Council Engagement grant money for the training.
- As we are wrapping up our school year. We will be holding School Council elections on June 17 th , which will be our last school council meeting for the school year. We have one more fundraiser for the Gaga Ball pit on June 18 th . Ice cream sandwiches and freezes will be sold to the students.
- Red Deer's Latin Festival will be held on Saturday, June 14, and the school council will have a booth representing the school in hopes to get more school recognition and kindergarten registration.

We're wrapping up the year with immense gratitude for the outpouring of support for Escuela Vista Grande. It's clear that we have a community that truly cares, and we're committed to nurturing this spirit of generosity as we look to the future.