School Education Plan
2024-2025 to 2026-2027

Escuela Vista Grande

Escuela Vista Grande

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

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

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.
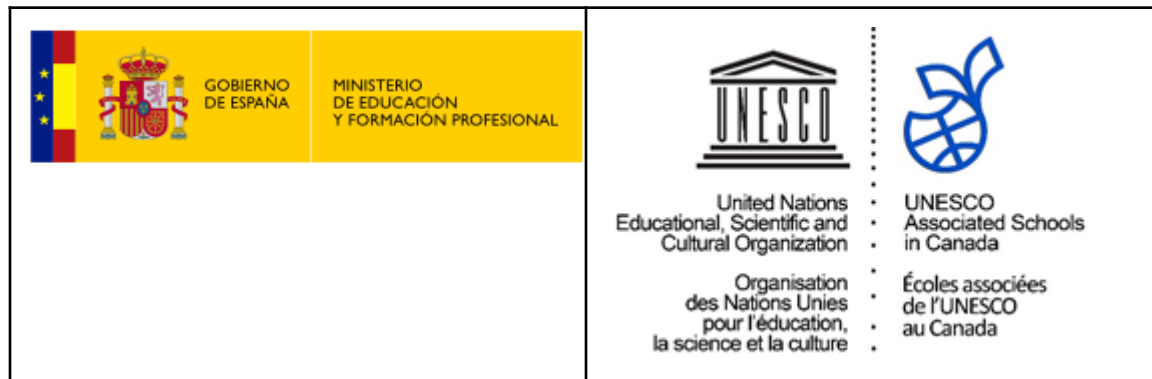
Anticipated Student Enrolment: 285 students

Anticipated Staff Profile:
- 13 Teachers (12.5 FTE)
- 2 Classified Staff (2 FTE Educational Assistance)
- 2 Facility Services Staff (1.5 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)

23 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. While our lead classes still tend to be small, we are growing each and every year. We have retained 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, 2024 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.

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 15th, 2023. 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 (Spring 2024):
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	Student Learning Engagement	85.0	84.6	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.0	83.1	84.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	86.7	86.7	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	26.7	26.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	90.3	91.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	90.6	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.1	84.6	84.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.4	76.5	84.5	79.5	79.1	78.9	High	Maintained	Good

Red Deer Public School District
Alberta Education Assurance Measures

Assurance Domain	Measure	Red Deer School Division			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	Student Learning Engagement	84.6	82.9	84.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.2	74.9	75.9	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	78.2	77.9	81.7	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	86.3	88.9	86.6	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	68.4	68.4	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	16.1	16.1	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	62.9	62.9	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	15.5	15.5	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	79.7	79.7	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	18.4	18.4	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.0	87.1	87.7	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	80.6	82.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.9	81.5	82.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.0	75.8	74.9	79.5	79.1	78.9	High	Improved Significantly	Good

First Nations, Métis, Inuit (FNMI) Summary:

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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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:

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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	57.9	59.7	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	12.2	13.7	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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	- Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. - Implement a comprehensive anti-bullying program to ensure that our students' safety and well-being are addressed. - 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. - 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.

Alberta Education Measures	- The percentage of teachers, parents and students who agree that students are engaged in their learning at school. - Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. - Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. - Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. - Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. - 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.
School Strategies	- We are currently working towards synchronizing the new curriculum with our current Spanish curriculum and updating it in all areas; focusing on Division 1 and 2 classes. - Encourage teachers to participate in District curriculum planning sessions. - We are working 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. - Incorporating mental health and wellness activities into the school day for each student; seeking ways to bring our community together through shared events like Read A Lot, Discovery Days and assemblies. - We continue to incorporate and encourage the six District Values into our daily school lives. We have regular class 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.
School Performance Measures	- Through regular benchmarking for students in Grades 1 to 8, we determine those who are reading/writing within one year of grade level. - We track these benchmarking statistics and create target groups (LENS, CC3) - We analyze survey results for literacy satisfaction, numeracy satisfaction by students, parents and staff. - We analyze survey results to see percentage of students who feel safe at school and are learning the importance of caring - Use of MIPI and Zorbits data to track numeracy skills within student groups.

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.

Outcomes	- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. - Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. - Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. - All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. - University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. - Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	- 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. - Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. - Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: - Student Growth & Achievement - Teaching & Leading - Learning Supports Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.
Alberta Education Measures	Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	- 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 Div. 1 and II. - Through the use of collaborative meetings and directed staff learning opportunities, all teachers will develop the knowledge, skills and attitudes required to implement the new curriculum during the 2024-2025 school year. - Continuing to work on specialized numeracy workshops will be held weekly; these workshops will highlight a specific culture of a Spanish speaking country as assigned to that class for the year. Workshops will be conducted in Spanish and English (Math classes are taught in Spanish)

	- Continue to use Zorbits as a part of the math class to enhance student learning, both at school and at home. This allows students to practice math skills with this targeted tool that is adjusted for their learning needs - Focus on using online tools (Reading A-Z, Read Naturally Live) to enhance reading skills within the school, especially focusing on our COVID cohort in Div. 1. - 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.
School Performance Measures	- In weekly Student Support Meetings, track the number of students that require supports in academic or social-emotional needs; seek wraparound support when necessary - Continue to track students using a variety of benchmark tests to determine reading groups and to target comprehension while reading. - Anaylze which benchmark tests are working best to determine student achievement

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.

Outcomes	- Learning environments are welcoming, caring, respectful and safe. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Education partners fulfil their respective roles with a shared understanding of an inclusive education system. - Students and their families work in collaboration with education partners to support learning. - The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. - Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. - Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	- Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced. - 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.
Alberta Education Measures	- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

School Strategies	- Communication: support our EAL students and their families, offering help in both English and Spanish to inform our whole community of school events and community supports - Support our Community Liaison in her work with our families and have a clear process to direct families to her via the Student Support Team. - When needed, seek support from our Student Services Coordinator during our Student Support Team meetings. - February, 2025 workshop set up for all language based schools to discuss and share best practices in language instruction, modelling and retention of skills (EVG, FV, MV, OP, BW) - 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) - 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. - Sponsor a District initiative to help students reintegrate into the regular school setting; seek opportunities to create mentorship opportunities for students
School Performance Measures	- 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) - 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)

School Council Chair message:

It has been another great year at Escuela Vista Grande!

This year continued to see and appreciate the fundraising efforts of the school by the Vista Grande Association. The Vista Grande Association continues to be an invaluable asset to school council and for Vista Grande and our school in general for providing funds in different areas. From the school council perspective, this has consistently increased the amount of time available for the council to discuss issues related to the school and foster engagement and collaboration within families attending our school. Parents continued to become involved, discuss and provided input as a collective, to school staff and parent school council on a variety of topics.

The parents who attended often indicated that they appreciated the opportunity to discuss these issues and that their feedback was sought and recognized from our Principal Sr Huizing. Parents found the information sharing and discussion about the school very refreshing and a great way foster engagement within the school parents and teachers/administration. In addition to our monthly scheduled meetings, some parents were able to represent our school and attend the City-Wide Council monthly meetings. There, we gained information about what was going on in the various schools and how it may affect the school division and Vista Grande. From then we shared with the parents at EVG and those in attendance at our monthly meetings. The school council, in collaboration with the parents at EVG, were able to show our great appreciation for our teachers and staff during Teacher Appreciation Week in May with the daily delivery of pastries and goodies. We had a few parent council lead events that included a very successful family school games night, a very well attended "Through the Decades" family dance, a family movie night, we were involved in a school winter carnival, and we were able to provide lunch for the last day of school Field Day Event.

The school council chair of the Parent Council was able to attend the ASCA Conference and AGM and bring back information and an update to the school council members.

We are all grateful for a year of learning and growing and looking forward to seeing our school grow and evolve in the years to come.

Melody Klinck
Parent Council Chair – Escuela Vista Grande