



School Education Plan 2023-2024 to 2025-2026

École Barrie Wilson School



École Barrie Wilson School

300 Timothy Drive
Red Deer, Alberta, T4P 0L1
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Website:
barriewilson.rdpsd.ab.ca/

Principal: Colette Pedde
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: 520

Anticipated Staff Profile:

- 31 Teachers
 - 8 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 on June 19, 2023 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/>



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1783 Ecole Barrie Wilson Elementary School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	81.5	88.4	88.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	85.8	87.7	89.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	94.6	96.1	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	90.0	90.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.1	83.8	83.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.1	70.0	81.8	79.1	78.8	80.3	Low	Declined	Issue

Outcomes, Strategies, and Performance Measures:

Priority	<p style="text-align: center;">Throughline Priority (This outcome stretches across all three priority areas.)</p>
<p style="text-align: center;">Outcomes and Division Strategies</p>	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
<p style="text-align: center;">School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)
	<ul style="list-style-type: none"> ● Teach other grades a concept and show what they are learning in their classrooms.

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. ● Continue with school-wide guided reading and Leveled Literacy Intervention program ● Establish school-wide writing celebrations using the Units of Study writing program ● Host Math games at Student Led Conferences in March. ● Offer professional development on Guided Writing and explore the implementation of Guided Writing in our existing Guided Reading structure. ● Celebrate writing at the monthly assemblies. ● Share writing and numeracy tips during staff meetings and Large Group Health. ● Introduce Math Game Friday once a month to support financial literacy and other numeracy skills. ● Continue with the daily commitment to UFLI in Grades 1 to 3.
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) ● The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) ● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

<p>Priority</p>	<p style="text-align: center;">Equity</p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> ● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. ● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. ● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
<p>Our School’s Strategies</p>	<ul style="list-style-type: none"> ● Offer school-wide activities led by students that promote school culture and inclusiveness ie; Pink Day, Orange Shirt Day. ● Involve students in promoting the Wilson Ways and wellness in the school. ● Continue to implement Mental Health lessons and lessons that include the SOGI policy (PRISM resources). ● Recognize a variety of cultural celebrations on BWN and in assemblies. ● Continue with CLW led Wellness Wednesdays, sharing of weekly lesson plans and supporting “Large Group Wellness” lessons. ● Continue to celebrate all students using Wilson Woods Tickets /Wilson Bucks?
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

<p>Priority</p>	<p style="text-align: center;">Student Success And Completion</p> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p>Outcomes And Division Strategies</p>	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p> <p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <p><i>All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.</i></p>
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Teachers will plan 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 the First Nations, Métis and Inuit people. ● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. ● Prioritize developing and collecting assessment materials for the new curriculum during collaborative time. ● Invite Native Friendship Centre for professional development ● Host a Grad Walk of the Grade 12 LTCHS students. ● Interview Middle School students to share with Grade 5 students. ● Host LTCHS groups ie; Cheer Club, ● Licensing for new science - Computer Science Apps - Kodable, Mystery Science
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (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 (Target: 90%). (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). (Target: 100%). (RDP)