



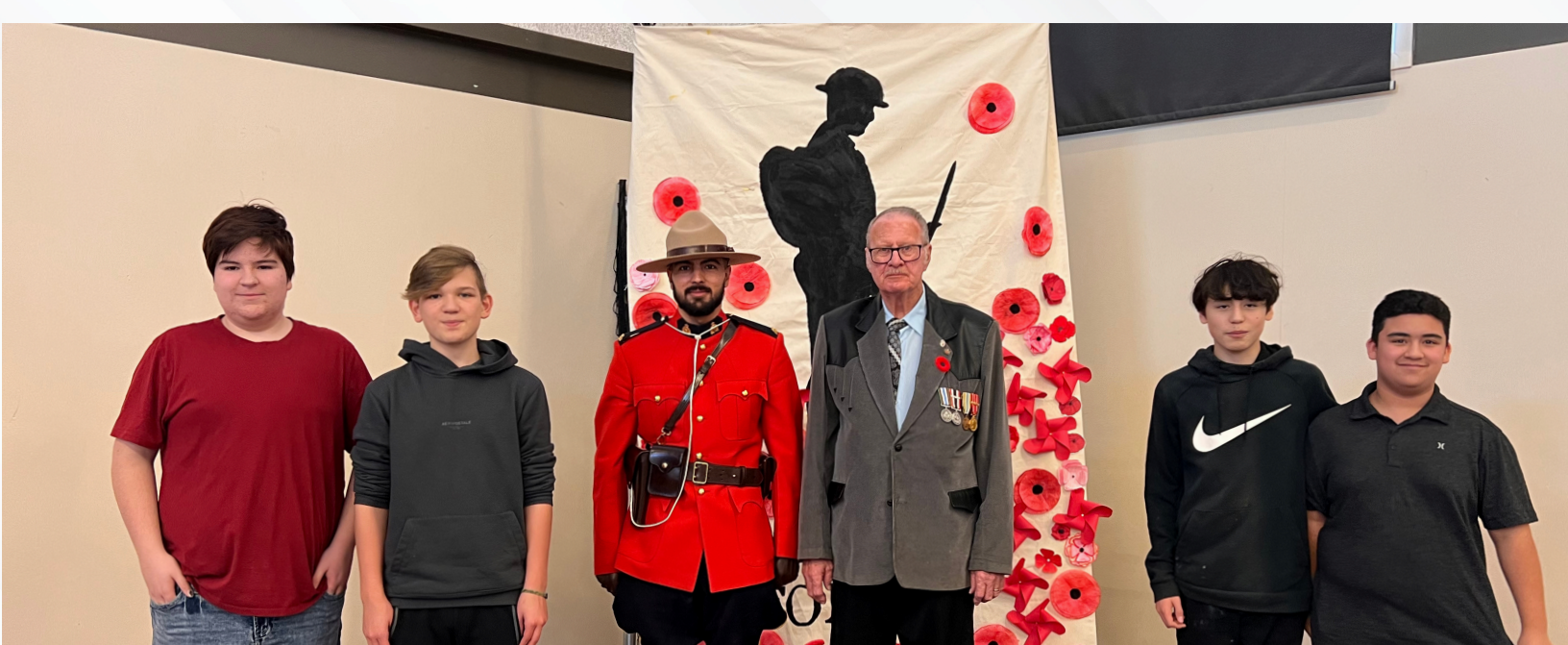
2024-2029

Education Plan



1

YEAR
ONE



A Message from our Principal

Crystal Saunders

I am excited to present the first year of the 2024-2029 Education Plan. Red Earth Creek Schools goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

Red Earth Creek School places a high value on academic and social success. At Red Earth Creek School we believe fostering a sense of community and belonging through a wide variety of activities both socially and academically is fundamental in supporting a well rounded educational program.

Red Earth Creek School will continue to provide a safe and caring learning environment that provides targeted support for all students at their readiness level in literacy, numeracy and social- emotional learning across all grade levels.



Crystal Saunders
Red Earth Creek School

Foundation Statements

OUR MOTTO:

Respect
Encourage
Collaborate
Succeed together!



OUR VISION: Place a high value on academic and social success. Strive for a safe teaching and learning environment and foster partnerships with all.

OUR MISSION: Learning Together - Success for All

Principles & Beliefs

- R**espect: promote the appreciation of ourselves, others and our environment.
- A**chieve: foster critical thinking, creativity and lifelong learning.
- P**articipate: encourage opportunities to take risks, collaborate and build confidence.
- T**hrive: inspire yourself and others.
- O**pen-minded: appreciate others views and ideas.
- R**esponsible: advocate for students to become responsible citizens.
- S**uccess: we believe in success for all!

Quick Facts



110
STUDENTS



17
STAFF

Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

School Strategies

Goals One: Literacy Development

1. Red Earth Creek School (RECS) administration will continue to support teachers in fostering high quality teaching to improve literacy knowledge and skills.
2. Administration will schedule professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. Administration will work with all school-based staff to develop professional development plans that align with the division's literacy goals.
4. As part of the division's Literacy Assessment Framework (LAF), Red Earth Creek School staff will administer the RCAT to Grades 4-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.
5. As part of the division's LAF, Red Earth Creek School staff will administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).

As part of the division's LAF, Red Earth Creek School staff will administer the division's WAT
6. for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning.
7. RECS administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
8. RECS administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			
Most Current Diploma Exam Results			
Five-year Diploma Exam Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

School Strategies

Goal Two: Numeracy Development

1. RECS administration will continue to support staff in fostering high quality teaching to improve numeracy knowledge and skills.
2. RECS administration will schedule professional development for school-based staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
3. RECS administration will work with school-based staff to develop professional development plans that align with the division's numeracy goals.
4. As part of the division's Numeracy Assessment Framework (NAF), Red Earth Creek School staff will administer the EICS MA to Grades 1-7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
5. As part of the division's NAF, Red Earth Creek School staff will administer the NCAT in Grades 1-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
6. As part of the division's NAF, RECS administration will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
7. RECS administration will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
8. RECS administration will support school-based staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Data regarding participate in DIPs

Data regarding High School Completion Rates

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. School administration will support teachers and support staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
2. RECS administration will continue to support staff in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. RECS administration will promote and support opportunities to improve health and wellness among students and staff.
4. RECS administration will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
5. RECS administration in partnership with division-based leaders will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
6. RECS administration in partnership with division-based leaders will continue to support school-based staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
7. RECS staff will promote the Division's anti-racism policy.
8. RECS administration will schedule professional learning for school-based staff on inclusionary education practices

School Budget Considerations

For the 2024-2025 School Year



Literacy and Numeracy Development

- Ensure the purchase of materials and subscriptions to support literacy and numeracy instruction throughout all grades.
- Professional development costs to support the continued learning of all staff in the areas of literacy and numeracy.

Inclusionary Culture

- Professional development costs to support the continued learning related to inclusionary practices.
- Material and event costs to promote the learning of all students in Indigenous culture.
- Supply purchases for Foods class and other identified CTF and CTS classes for our junior and senior high students.
- Costs associated with field trips and other off-campus learning opportunities for all grade levels.



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