

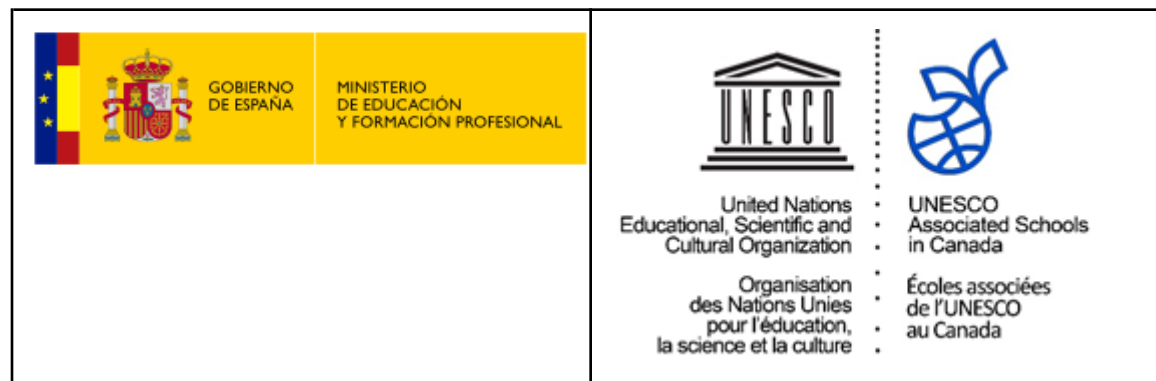


School Education Plan 2022-2023 to 2024-2025

**Escuela Vista Grande
Spanish Bilingual Program**



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: 245 students

Anticipated Staff Profile:

- 14 Teachers (13.5 FTE)
- 3 Classified Staff (3 FTE Educational Assistance)
- 2 Facility Services Staff (1.5 FTE)
- **19 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 Messenger, 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, 2023 our school will 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:

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

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	Student Learning Engagement	88.3	81.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.4	76.0	81.6	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	80.6	n/a	95.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.1	n/a	27.1	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.8	83.4	92.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	83.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.3	77.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.4	86.2	89.0	78.8	79.5	81.5	Very High	Maintained	Excellent

Outcomes, Strategies, and Performance Measures:

Priority	<h3>Throughline Priority</h3> <p>(This outcome stretches across all three priority areas.)</p>
Outcomes and Goals/Strategies	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> Schools will provide intervention through Division and School Learning Support Teams to all identified students, staff, and families, utilizing the assessments and intervention tools recommended by the Division. 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.. We are also working towards common vocabulary expectations for each grade level;

	common grammar and syntax skills for each grade level; mental health and wellness activities to be incorporated into the school day for each student
Performance Measures	<ul style="list-style-type: none"> • 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)

Priority	<p style="text-align: center;">Literacy And Numeracy</p> <p style="text-align: center;">...refers to the ability of students to effectively and confidently work with words and numbers.</p>
Outcomes and Goals/Strategies	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>Each learner is 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 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. • Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 teachers will develop the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum, during the 2023-2024 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. Continue to use a variety of benchmark tests to determine reading groups and to target comprehension while reading.
Performance Measures	<ul style="list-style-type: none"> • Percentage of students who achieved the acceptable standard on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) • Percentage of students who achieved the standard of excellence on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) • Percentage of students who achieved the acceptable standard on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE) • Percentage of students who achieved the standard of excellence on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE) • Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level. (RDP) • Survey result scores for literacy satisfaction by students, parents and staff. (RDP) • Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP) • Tracking of benchmarking statistics and create target groups (LENS, CC3) • Use of MIPI and Zorbits data to track numeracy skills within student groups

Priority	<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>
Outcomes and Goals/Strategies	<p><i>Each learning and work environment within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <ul style="list-style-type: none"> Through the administration of a comprehensive “student census” survey, encompassing students from Kindergarten to Grade 12, the division will compile data in regards to how students see themselves represented in the larger school context. <ul style="list-style-type: none"> Once the division has compiled and analyzed the results of this survey, specific strategies will be determined and implemented. Through directed professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with students. Through consultation with stakeholders the Division will develop a bullying prevention and intervention action plan. <ul style="list-style-type: none"> Communication: support our ELL 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 February, 2024 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) <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"> Data collected by staff will be used at biweekly 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
Performance Measures	<ul style="list-style-type: none"> Overall agreement that students are safe at school and learning the importance of caring. (AE) Overall agreement that students model the characteristics of active citizenship. (AE) Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.

Priority	<p style="text-align: center;">Student Success And Completion</p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes and Goals/Strategies	<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> <ul style="list-style-type: none"> All Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum. Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions,

	<p>perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people.</p> <ul style="list-style-type: none"> Continue to build capacity within our staff to incorporate First Nations, Métis, and Inuit content and perspectives into the delivery of curriculum content. Also look at indigenous content from other Spanish speaking nations to compare and contrast with the Canadian experience Continue to build capacity with staff in order to effectively support ELAL students Utilize the Student Support Team to identify students who need wrap around support: academic, emotional, social, cultural, attendance, basic needs, etc. Continue to communicate with the high schools to accommodate the transition of our gr. 8 students (LTCHS and HHHS). <p><i>Red Deer Public Schools will provide a broad and enhanced range of programming choices to meet the needs and interests of learners.</i></p> <ul style="list-style-type: none"> Develop marketing initiatives for parents regarding choice in Red Deer Public Schools, including clear descriptions of what each school does, what is common to all schools within the division, and what specialized programs of choice are available. Engage in a comprehensive consultation with all stakeholders in order to determine the next programs of choice to be offered within Red Deer Public Schools, to begin in September, 2023. <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> <ul style="list-style-type: none"> 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.
Performance Measures	<ul style="list-style-type: none"> 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 meeting grade level expectations in their core subject areas. (RDP) Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Provincial Achievement Tests. (AE) Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) Percentage of students who achieved the acceptable standard on the cumulative composite scores of all Diploma Examinations. (AE) Percentage of students who achieved the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE) Overall satisfaction with the quality of basic education. (AE) High school completion rate of students within three, four, and five years of entering Grade 10. (AE) High school to post-secondary transition rate of students within six years of entering Grade 10. (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)

	<ul style="list-style-type: none">• 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)
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2021-2022 School Council Summary:

(Optional)

School Generated Funds Report:

(Optional)