



Enrolment		Staff FTE		Budget		
Normalized	328.000	Custodial	2.500000	Salaries	\$2,270,395	95.18%
Weighted	338.189	Exempt	0.000000	Supplies, Equip., Services	\$115,048	04.82%
Regular	360	Support	2.600000			
		Teacher	16.407000			
Year Opened	1961	Total		21.507000	Total \$2,385,443	100.00%

School Philosophy

At Rio Terrace we are committed to providing support for all students. We use innovative teaching to foster a sense of curiosity and wonder. Our classrooms function as learning labs where students can experiment with a broad range of ideas. We strongly believe that it is important to actively build relationships with the children at the school and with the families we serve. Most importantly, we empower our students to make effective personal decisions by giving them authentic leadership opportunities whenever possible. At Rio Terrace we use the following keystone ideas to support our students with building core curricular competencies: *Responsibility; Integrity; Opportunity; Courage; Assertiveness; Resilience; Empathy; and Stamina.*

Community Profile

Rio Terrace School is a highly-specialized teaching and learning environment, in that it offers only *French Immersion* and *German Bilingual* programming. It is located in a mature West Edmonton neighborhood and serves a diverse array of students from many of the city's west-end communities and outlying areas. The school houses a before-and-after school care program, and the *Die Kleine Kinderschule* German pre-school. In the evening and on weekends, many community groups make good use of the school facilities through the *Joint-Use Agreement*. The school enjoys very high levels of support from our *Parent Advisory Council*, the *Association for English-German Bilingual Education of Edmonton*, the *Rio Terrace Education Society*, and the *Rio Terrace Community League*. Rio Terrace School is also well-served by a robust volunteer program that draws from the school's parent body, as well as many of the city's post-secondary institutions through the *Study Buddy* initiative, Faculty of Nursing, and various teacher-training programs.

Programs and Organization

The organizational structure of Rio Terrace School is unique within EPSB. It offers only the *French Immersion* (K - 6), *French Immersion Strategies* (4 - 6), and *German Bilingual* (K - 6) programs of choice. More than 95% of the families we serve live outside the Rio Terrace community. Students continue on to either the *Ross Sheppard* or *Strathcona* catchments to pursue their target-language learning. The *French Immersion* program was established at Rio Terrace School in the late 1970s and now constitutes more than 3/4 of the student population. The *German Bilingual* program began in September 2001.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:
Alberta Motor Association (AMA) Association for English-German Bilingual Education Die Kleine Kinderschule Edmonton Police Service

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Goal 1

Rio Terrace staff will systematically and routinely use high-impact tier one instructional strategies (as outlined in the EPSB Pyramid of Support). Our goal is to increase the number of students who are reading at grade level by another 2% based on tools such as GB+, Benchmark Tool for reading in French Immersion (ORL), CAT-4, school-based and BAS assessments in English and target languages. We will accomplish this by:

- targeting students needs and essential outcomes
- supporting our First Nations, Metis, and Inuit students and using best practices described in the OECD report.
- working in collaborative teams to build create equity in high impact teaching strategies
- collaboratively align Guided Reading to monitor and support student literacy skills
- help parents/guardians support student learning by providing them with high-impact strategies/activities that can be used outside of school hours
- providing tailored and responsive literacy-intervention to support students with complex academic needs

Results Achieved:

76% of our students are now reading at grade level in target languages. An increase of 2% from last year.
84% of our students are now reading at grade level in English. An increase of 14% from last year.

This is not the whole story.

89% of our students grew a year or more in target languages. 93.5% of our students grew a year or more in English reading.

It is important that all of the intervention was in the target languages. However the reading strategies learned in target languages carried over to reading in English. There is a lot of research to support this too.

We have discussed these results as a staff and we all agree that although we have made great gains, the work is not done and we will continue with this work

We are proud of all our students and we are proud of our German and French programs.

Goal 2

Rio Terrace students will experience curricular based classroom and school wide Anti-Racism and Reconciliation learning activities and events. 80% of our students will demonstrate at least an acceptable level of understanding on grade level outcomes that relate to Anti-Racism and Reconciliation. We will accomplish this by:

- actively focusing on and identifying student outcomes relating to Anti-Racism and Reconciliation.
- supporting our First Nations, Metis, and Inuit students and using best practices described in the OECD report on Promising Practices in Supporting Success for Indigenous Students.
- working in collaborative teams to build common assessments and high impact teaching strategies
- teaching the values in our RIO CARES framework that give students a sense of place and belonging at school

Results Achieved:

Our teachers worked collaboratively to look through the curriculum and identify outcomes that relate to Anti-Racism and Reconciliation and are most essential for learning these concepts. They developed measures and assessments to create data to determine student success on these outcomes and concepts. These include observations, written and oral assessments.

In the end, 100% of our students demonstrated an acceptable level of understanding on all identified and targeted grade level outcomes that relate to Anti-Racism and Reconciliation.

Goal 3

In support of District Priority Three, Rio Terrace will increase the number of students accessing mental health supports by 50%.

- build capacity around identifying the signs and symptoms of mental health problems and disorders
- identifying students with mental health needs and communicating with parents.
- working with parents, community partners, and our Student Learning Supports team to provides mental health supports.
- Promote positive mental health by participating in Mental Health awareness events and pausing for collaborative mental health breaks

Results Achieved:

Last year the Division modified and increased the Mental Health supports available for students. Despite this, we found an increase in the number of students needing supports.

Despite demand, we were able to sustain the number of students who were able to access mental health support outside of the school. However, in school, we were able to increase universal supports for students. All students benefited from new routines and classroom structures that staff implemented in classrooms and from lessons and supports for self regulation. These include "Calming Corners", peer relationship building activities, social stories, Zones of Regulation, and targeted classroom accommodations.

What were the biggest challenges encountered in 2022-2023?

We continue to be very pleased with the growth and improvements in reading. Although more students are reading at grade level, there are still many who are not yet. We have seen growth in all students, but we still need to get the students who are still reading below grade level to be higher. Last year we had less staff to work with students, this year we have even less. We remain committed to the learning needs of our students and to this goal of continuous improvement.

We wanted to continue to see more gains and improvements like we saw last year. Staff has been one of our greatest resources for achieving this goal. However, with a smaller budget, the amount of resources we had was significantly less. We needed to continue to explore how we can support each other and find additional effective teaching practices to support students.

Onboarding new staff into a systemic approach required a lot of coaching and mentoring. Onboarding experienced staff to modifying intervention systems and teaching practice required a lot of persuasion and collaboration without staff leading to a feeling overwhelmed, emotionally drained, or not in control of things that impact them.

The pandemic was behind us. Staff and students want to bring many things back such as the Grade 6 Musical. We needed to work hard to keep our focus.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

We are very pleased with growth in the number of students reading at Grade level in English. We are also pleased with the growth in the number of students reading at grade level in the target languages. But we are still quite below the Division in this area. Our work here is clearly not done. We clearly need to continue the work on increasing the number of students reading at Grade level in target languages.

We are pleased in what students are demonstrating what they have learned for anti-racism and reconciliation. We still see a need for supporting our students with mental health and wellness. We see a need for students to learn essential mental health and wellness skills and be able to use them.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7211 Rio Terrace Elementary School

Assurance Domain	Measure	Rio Terrace Elementary School			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	85.4	88.2	88.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.8	83.4	87.5	80.3	81.4	82.3	High	Declined	Acceptable
	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	61.2	78.7*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	20.4	23.4*	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.9	94.7	93.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.3	89.0	89.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	60.1	73.3	73.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	81.1	72.8	75.5	79.1	78.8	80.3	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

Goal 1

Rio Terrace staff will systematically and routinely use high-impact tier one instructional strategies (as outlined in the EPSB Pyramid of Support). Our goal is to increase the number of students who are reading at grade level in target languages by another 3% based on tools such as GB+, Benchmark Tool for reading in French Immersion (ORL), CAT-4, school-based and BAS assessments in target languages. We will accomplish this by:

- targeting students needs and essential outcomes
- supporting our First Nations, Metis, and Inuit students and using best practices described in the OECD report.
- working in collaborative teams to build create equity in high impact teaching strategies
- collaboratively align Guided Reading to monitor and support student literacy skills
- help parents/guardians support student learning by providing them with high-impact strategies/activities that can be used outside of school hours
- providing tailored and responsive literacy-intervention to support students with complex academic needs

What data will you use to track continuous improvement?

We will record and track the growth and progress of reading levels for each student on a monthly basis. The Division's adapted Guided Reading levels will be used as indicators and this data will be entered in a shared spreadsheet.

Division Priority 1

Goal 2

Rio Terrace students will experience curricular based classroom and school wide Mental Health and Wellness learning activities and events. 80% of our students will demonstrate at least an acceptable level of understanding on grade level outcomes that relate to Mental Health and Wellness. We will accomplish this by:

- actively focusing on and identifying essential student outcomes relating to Mental Health and Wellness.
- supporting our First Nations, Metis, and Inuit students and using best practices described in the OECD report on Promising Practices in Supporting Success for Indigenous Students.
- working in collaborative teams to build common assessments and high impact teaching strategies.
- teaching the values in our RIO CARES framework that give students a sense of place and belonging at school.

What data will you use to track continuous improvement?

Staff will work in collaborative teams to build common assessments and high impact teaching strategies. The data from these assessments will be collected and combined together to measure student success on a school level.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,289,940		2,385,443
Internal Revenue		0		0
REVENUE TOTAL		2,289,940		2,385,443
Classroom	14.550000	1,566,642	14.407000	1,551,245
Leadership	2.000000	261,386	2.000000	261,774
Teacher Supply	.000000	43,980	.000000	52,052
TOTAL TEACHER	16.549999	1,872,008	16.407000	1,865,071
(% of Budget)		81.75%		78.19%
Exempt (Hourly/OT)	.000000	50,653	.000000	50,653
Support	1.500000	101,862	2.600000	163,456
Support (Supply/OT)	.000000	2,000	.000000	3,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	4.000000	342,730	5.100000	405,324
(% of Budget)		14.97%		16.99%
TOTAL STAFF	20.549999	2,214,738	21.506999	2,270,395
(% of Budget)		96.72%		95.18%
SUPPLIES, EQUIPMENT AND SERVICES		28,873		68,760
INTERNAL SERVICES		46,330		44,788
OTHER INTEREST AND CHARGES		0		1,500
TOTAL SES		75,203		115,048
(% of Budget)		3.28%		4.82%
TOTAL AMOUNT BUDGETED		2,289,941		2,385,443
Carry Forward Included		0		0
Carry Forward to Future		0		0