

Profile



Enrolment		Staff FTE		Budget		
Normalized	337.500	Custodial	2.500000	Salaries	\$2,312,269	96%
Weighted	350.752	Exempt	0.000000	Supplies, Equip., Services	\$100,597	04%
Regular	369	Support	3.000000			
		Teacher	<u>17.598000</u>			
Year Opened	1961	Total	23.098000	Total	\$2,412,866	100%

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; Compassion; Accountability; Respect; Empathy; and Service.**

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 Play Area Redevelopment Committee*, 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. The *French Immersion Strategies* class was added in 2009 and is the only program of its kind within the Edmonton Public District.

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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Rio Terrace staff will systematically and routinely use high-impact tier one instructional strategies (as outlined in the EPSB Pyramid of Support). The impact of the pandemic is evident. Our reading results are down and trending downward more. Recognizing an urgency our goal is to change this trend and have 95% of our students demonstrate one year's growth in reading based on tools such as GB+, school-based and BAS assessments in English and target languages. We will accomplish this by:

- collaboratively identify essential outcomes for our students in our Scope and Sequence
- working in collaborative teams to build common formative assessments and high impact teaching strategies
- collaboratively refine and 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 programs to support students with complex academic needs

Results on Goal 1:

When we set this goal we saw an urgency to bend the curve of the downward trend in the number of students we have reading at grade level. To achieve this goal we needed the number of students reading at grade level to remain about the same instead of continuing to decrease at the rapid rate. Instead we surpassed this goal. We surpassed the goal by increasing the number of students reading at Grade level by 21.7% from last year (from 47.6% to 69.3%) in English and 11.2 % in French and German (58.8% to 70%). All of our students receiving reading intervention received it in the target languages of French and German. Our results in English increased substantially despite this. Results Achieved:

The Rio Terrace Staff Team will support District Priority Two by ensuring that a range of anecdotal, survey, and other related measures affirm that Rio Terrace has sustained a High Level (80% to 100%) of stakeholder agreement that the school has a safe, and healthy learning environment while maintaining a welcoming and inclusive climate. We will accomplish this by:

- actively focusing on student outcomes outlined in our Scope and Sequence; being responsive to student needs; and being resourceful when putting provisions in place to support school improvement
- helping parents/guardians support student learning by providing them with high-impact strategies/activities that can be used outside of school hours
- affording students authentic leadership opportunities through the RIO CARES framework that give them a sense of place and belonging at school
- ensuring that our classrooms are safe and aligned with our and the Division's Re-Entry plan while engaging students and meeting student learning needs
- intentionally engaging our families as partners through ongoing, relationship-based communication
- obtaining routine stakeholder input from parents, teachers, and students through regular communication

Results on Goal 2:

Our results in the Accountability Pillar in 2020 show that 91.6 of our staff, students, and parents felt that Rio Terrace is a Safe and Caring School. The Alberta Education Assurance indicates that 91.8% of our staff, students, and parents felt that Rio Terrace is a Welcoming, Caring, Respectful, and Safe Learning Environment. At the beginning of the year we had 18 percent of our students learning online and this number declined every quarter. We had learner supports for students who were at school and online at the start of the year and increased them as the year progressed. We continued with our RIO CARES framework and increased it by extending our video announcements to incorporate the material of our monthly assemblies. Communication with parents was maintained and new means of communicating were explored such as videos, Google Streaming, and Google Meets. Results Achieved:

In support of District Priority Three, Rio Terrace will sustain the high level of satisfaction in stakeholder engagement as demonstrated in school-based, Division, and provincial survey results, by building and/or nurturing a range of community partnerships. We will achieve this by:

- ongoing communication to all stakeholders regarding of our commitment to fulfilling Division priorities
- engaging our families through open communication, relationship-building, and high-quality professional practice
- obtaining timely stakeholder feedback from parents, teachers, and students through digital survey tools
- effectively articulating our work around School Improvement using the communication tools available to us such as Google Classroom, Google Meetings, Google Sites, SchoolAone, videos, and open Question/Answer sessions.
- affording our Parent Advisory Council authentic input into school-based decisions
- engaging our surrounding community and inviting them to be part of the work being done at Rio Terrace School
- working with schools in our JP Catchment as well as other French Immersion and German Bilingual Program schools to facilitate successful French/German program assessments.

Results on Goal 3:

We continued to engage our families through open communication, relationship-building, and high-quality professional practice. We obtained feedback from all stakeholders through survey tools but also conversations so that we can maintain our connections and relationships when parents and visitors were not able to enter the school. We utilized new means of communication and increased our efforts with all communication. Despite this our results for this goal are down. Our three year average is 77.3% for Parental Involvement on the Assurance Survey. Our current result is 70.6%. Feedback from parents about this decline indicated that parents miss being able to be in the school and witness the learning. Parents also miss resources such as library books that they can use to read with their children.

What were the biggest challenges encountered in 2020/21?

The pandemic is challenging enough and brought to Rio Terrace all the challenges that schools and families face. Rio Terrace has always been a welcoming and inviting environment that brings people together to be a vibrant and engaged cultural community. Although students and staff have continued to enjoy and benefit from this environment, parents and visitors can only watch from sidewalks or on their computer screens, tablets, or phones. We want to continue the gains and improvements on our first goal. Staff has been one of our greatest resources for achieving this goal. However with a smaller budget for this new school year, the amount of resources we have is significantly less. We need to continue to explore how we can support each other and find effective "cost neutral" interventions.

What are the implications from 2020/21 that will impact your current year plan?

The work on our first goal is not over. Although we have seen significant gains, the percentage of students reading at grade level is just the same as the Division. The percentage of students reading at Grade level in target languages is still significantly lower than the Division. With fewer resources and 30 percent of our students needing support, the challenge is clear. But we still see the urgency and are committed to continue improving the success of our students. Although we are committed to the success of our students, we cannot do it alone. Our parents clearly want to be involved and feel involved. We must explore ways to engage our families and involve them in this work. This will mean a shift in how parents see their involvement. Parents need to be part of the celebration of our success and part of the solution to our challenges. The relationships are still present. We need to find new ways to make them feel engaged.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Rio Terrace Elementary School (7211)



Assurance Domain	Measure	Rio Terrace Elementary School (7211)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.9	91.6	86.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	71.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.4	92.2	87.9	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.5	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.6	78.2	77.3	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Rio Terrace staff will systematically and routinely use high-impact tier one instructional strategies (as outlined in the EPSB Pyramid of Support). Our reading results are still below where we want them to be. Our goal is to increase the number of students who are reading at grade level 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 English and target languages. We will accomplish this by:

- targeting students needs and essential outcomes in our Scope and Sequence
- supporting our First Nations, Metis, and Inuit students and using best practices described in the OECD report.
- working in collaborative teams to build common formative assessments and 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 programs to support students with complex academic needs

Priority 1

The Rio Terrace Staff Team will support District Priority Two by ensuring that a range of anecdotal, survey, and other related measures affirm that Rio Terrace has sustained a High Level (80% to 100%) of stakeholder agreement that the school has a safe and caring learning environment while maintaining a welcoming and inclusive climate. We will accomplish this by:

- actively focusing on student outcomes relating to safe and caring and resilience in our Scope and Sequence; being responsive to student needs; and being resourceful when putting provisions in place to support school improvement
- helping parents/guardians support student learning by engaging them with high-impact strategies/activities that can be used outside of school hours
- teaching the values in our RIO CARES framework that give students a sense of place and belonging at school
- ensuring that our classrooms are safe and aligned with our re-Entry Plan and the Division's Back to School Plan while engaging students and meeting student learning needs
- intentionally engaging our families as partners through ongoing, relationship-based communication

Priority 2

In support of District Priority Three, Rio Terrace will increase the level of satisfaction in parental involvement by 5% as demonstrated in school-based, Division, and provincial survey results. We will achieve this by:

- ongoing communication to all stakeholders regarding of our commitment to fulfilling Division priorities
- helping parents/guardians support student learning by providing them with high-impact strategies/activities that can be used outside of school hours
- engaging our families in our goals through relationship-building and open communication
- obtaining timely stakeholder feedback from parents, teachers, and students through meetings and personal conversations
- effectively articulating our work around School Improvement using the communication tools available to us such as Google Classroom, Google Meetings, Google Sites, SchoolZone, videos, and open Question/Answer sessions.
- affording our Parent Advisory Council authentic input into school-based decisions
- engaging our surrounding community and inviting them to be part of the work being done at Rio Terrace School
- working with schools in our JP Catchment as well as other French Immersion and German Bilingual Program schools to facilitate successful French/German program assessments.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,393,337		2,412,866
Internal Revenue		0		0
REVENUE TOTAL		2,393,337		2,412,866
Classroom	15.500000	1,593,896	15.598000	1,603,973
Leadership	2.000000	251,114	2.000000	250,393
Teacher Supply	.000000	40,000	.000000	43,398
TOTAL TEACHER	17.500000	1,885,010	17.598000	1,897,764
(% of Budget)		78.76%		78.65%
Exempt (Hourly/OT)	.000000	38,964	.000000	54,243
Support	3.000000	177,481	3.000000	177,481
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	5.500000	399,227	5.500000	414,506
(% of Budget)		16.68%		17.18%
TOTAL STAFF	23.000000	2,284,237	23.098000	2,312,270
(% of Budget)		95.44%		95.83%
SUPPLIES, EQUIPMENT AND SERVICES		52,873		53,370
INTERNAL SERVICES		52,227		46,427
OTHER INTEREST AND CHARGES		4,000		800
TOTAL SES		109,100		100,597
(% of Budget)		4.56%		4.17%
TOTAL AMOUNT BUDGETED		2,393,337		2,412,867
Carry Forward Included		0		0
Carry Forward to Future		0		0