

# EDUCATION PLAN 2024

## Wild Rose Elementary School





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## **Wild Rose Elementary School Vision, Mission, Beliefs**

[Introductory Video - click here](#)

Our Four Year Education Plan is represented below conceptually through the story, "The Big Umbrella". This living document is meant to showcase the work we hope to accomplish over the four years as well as the way in which we plan to achieve it.

Our school will leverage the Agency Framework as explored by Shane Safir and Jamila Dugan in their book, "Street Data" in our pursuit of equity. Our work has only just started and we look forward to gathering and sharing the stories of the people that enter our building and are a part of our community.

At the end of the 2021/22 school year, staff agreed that what made Wild Rose School so special was the feeling of community, and that had been negatively affected by the pandemic. In response, we brought forward the Agency Framework as a way for us to help students and staff (re)build community. The Agency Framework is explained by Shane Safir and Jamila Dugan in their book, "Street Data". We will explore the concepts throughout our plan of action.

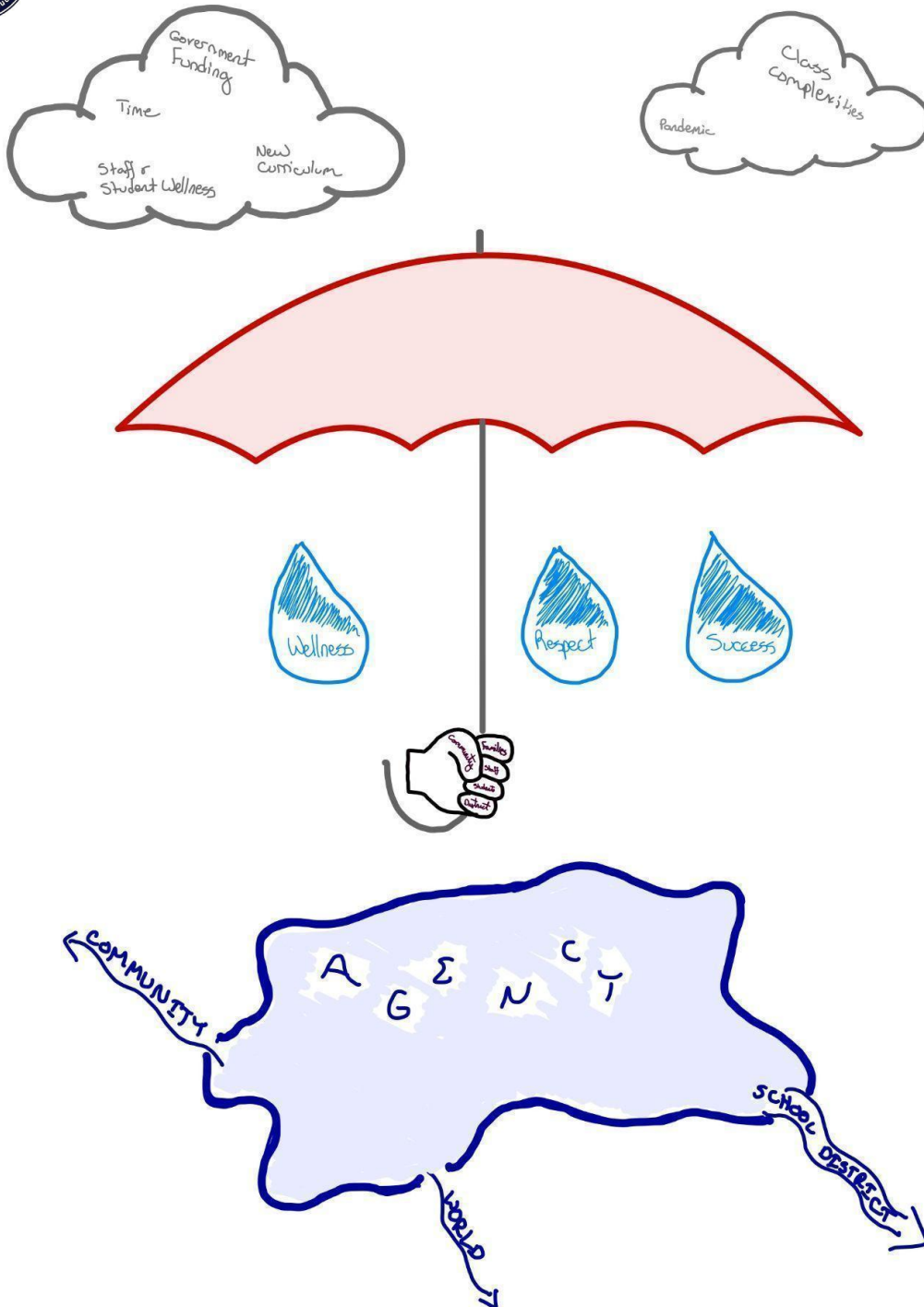
In this conceptual design, we invite you to notice the following:

Wild Rose School is the Big Umbrella. In the video, Jennifer Messenger (teacher) explains why she identified "The Big Umbrella" as the heart of our school and our Education Plan

Our school is held up by all of our stakeholders: Community, Families, Staff, Students, and our Division.

Our stakeholders support us in turning challenges into opportunities and focusing on our goals of Wellness, Respect, and Success.

Our work happens in the puddle - this is where we muck around and explore how Agency can support our team in achieving our goals to support our students. We are learning how efficacy, mastery, belonging and identity lead us to Agency. The work that we do in support of student agency leads to positive interactions and engagement with our school division, our community, and eventually, the world.



**Wild Rose Elementary School Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	13.42	FTE	Teaching	13.5	FTE
Administration	1.3	FTE	Administration	1.3	FTE
Counselling/Learning Supports Facilitator	.5	FTE	Counselling/Learning Supports Facilitator	0.5	FTE
Learning Intervention	(.3)		Literacy/Numeracy Intervention	(0.4)	FTE
<b>Total</b>	<b>15.22</b>	<b>FTE</b>	<b>Total</b>	<b>15.3</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	1	FTE	Clerical	1	FTE
Educational Assistants	12.31	FTE	Educational Assistants	14	FTE
Library Technicians	0.5	FTE	Library Technicians	0.5	FTE
Technical Support	(0.3)	FTE	Literacy Intervention	0	FTE
<b>Total</b>	<b>13.31</b>	<b>FTE</b>	<b>Total</b>	<b>15.5</b>	<b>FTE</b>
<b>Students</b>					
English	294		English	288	
Learning Supports Program			Learning Supports Program	(14)	
Students with Special Needs	(41)		Students with Complex Needs	(42.5)	
English as an Additional Language (EAL)	(29)		English as an Additional Language (EAL)	(31)	
Self-Identified First Nations, Métis and Inuit	(43)		Self-Identified First Nations, Métis and Inuit	(42)	
Students identified with Severe Disabilities	(17)		Students identified with Severe Disabilities	(20.5)	
Students identified with Mild/Moderate Disabilities	(22)		Students identified with Mild/Moderate Disabilities	(22)	
<b>Total</b>	<b>294</b>		<b>Total</b>	<b>288</b>	

Classroom Configuration	2023-2024	Classroom Configuration	2024-2025
Grade	English	Grade	English
Kindergarten	50	Kindergarten	50
Grade 1	56	Grade 1	54
Grade 2	64	Grade 2	59
Grade 3	57	Grade 3	61
Grade 4	67	Grade 4	64
<b>Total</b>	<b>294</b>	<b>Total</b>	<b>288</b>

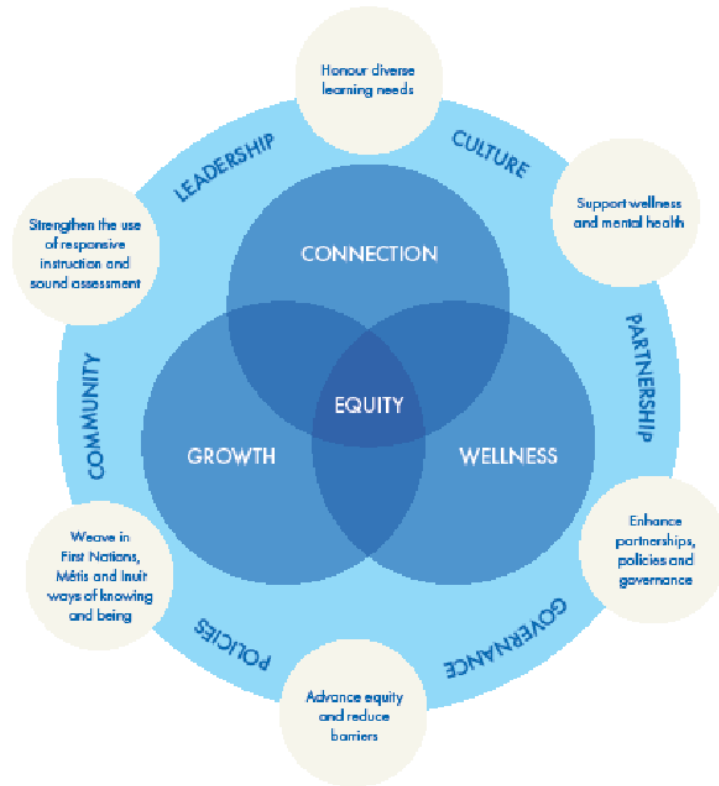
**Wild Rose Elementary School Profile**

Wild Rose Elementary School is a small, community-oriented school for families living primarily in the Grandin and Heritage Lakes area. Last year we had an enrollment of 294 students. The school enrollment also includes two division sites for inclusive education: our Learning Strategies Program (LSP) for Grades 3 and 4 and our Gaining Opportunities and Life Skills (GOALS) Program for Grades 2-4.

Our school is focused on meeting students where they are at and moving their learning forward. As part of working with our students with showing what they know in multiple ways, our students participate in STEAM (Science, Technology, Engineering, Arts, and Math) as well as Outdoor Learning weekly. Our staff is exploring what assessment looks like in various learning spaces to ensure we are capturing student learning where and when it happens.

One of the exceptional strengths of the Wild Rose community is the partnership with parents. An active school council provides the necessary formal connection between parents and the school. Our Parents' Society Fundraising Committee typically raises money through hot lunches, community wide events, casinos, as well as other smaller projects. The funds are used for school technology, classroom supplies, and student activities; as well as, specific projects, such as supporting our school in updating our library and purchasing a Gaga Ball Pit. The Parent Society recently commissioned a local artist for a nature-based mural. This group strives to ensure success in all our school's endeavors.

**Division Priorities and Outcomes 2022-2026**



**Wild Rose Ed Plan****Wild Rose Elementary School Objectives 2022-2026**

School objectives are based on the themes of connection, growth and wellness.

**Objective 1:** Wellness - (Re)-building community with staff, students, and families by developing agency

**Objective 2:** Respect - Learning on and from the land we are on through our connections with local community members

**Objective 3:** Success - Examining how we can leverage data in the area of literacy and numeracy to support student growth

At the beginning of the school year, we explored our school education plan through different questions:

- What aspects of the education plan resonate most?
- How are we measuring the effectiveness of our plan?
- Are there any gaps that need to be addressed?
- Are there specific groups within our school that may feel less included or supported?

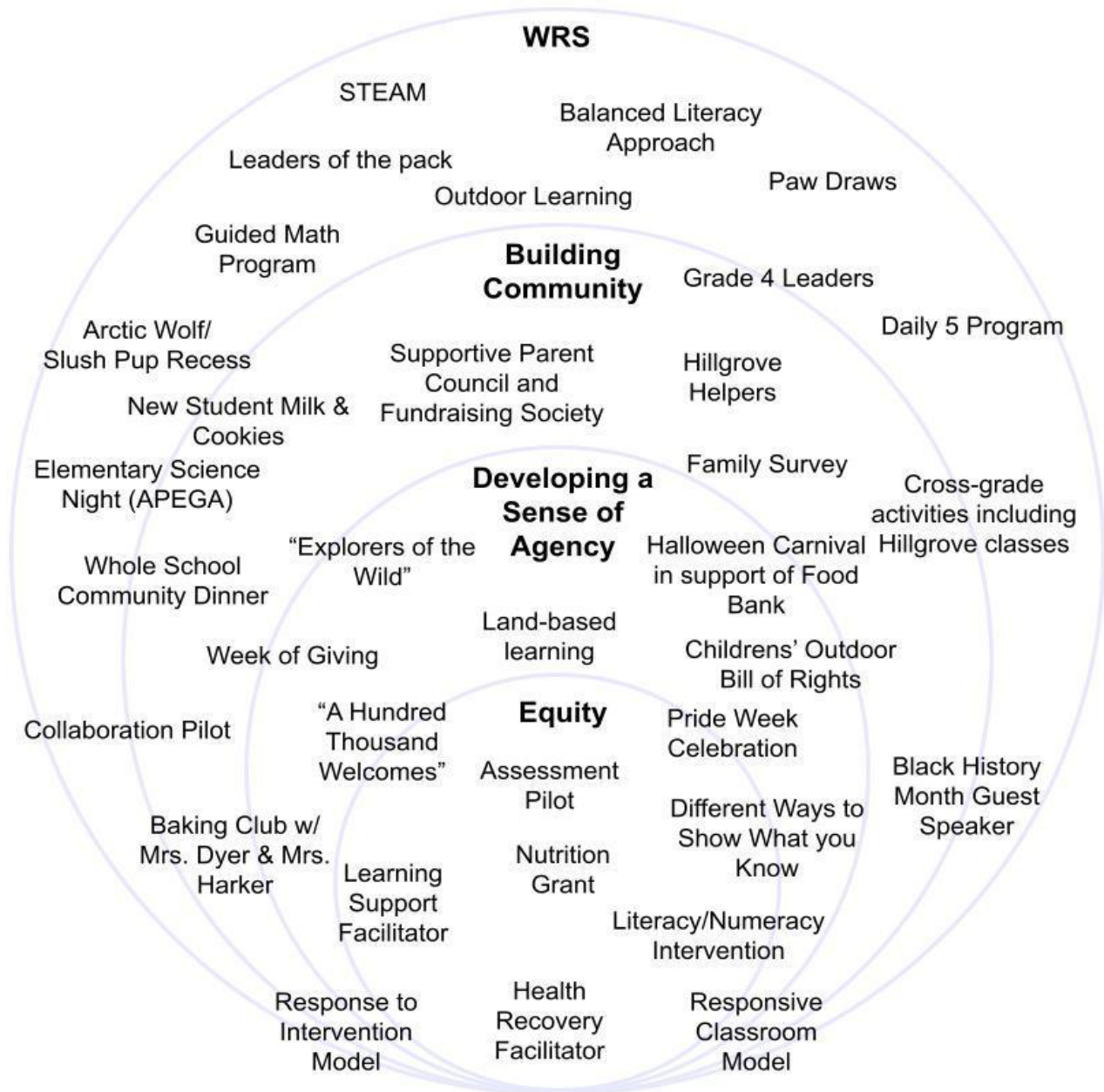
**Link to the Digital Document – Strategies and Artifacts**

[Click here for the link](#)

The digital document allows you to see the Ed Plan as a whole (as we would like it to be presented). We have collected artifacts throughout the year that speak to the work being done in



our school and outline our key strategies. There are also multimedia files for you to click on and play. You can move the document around and zoom in to access the different information.



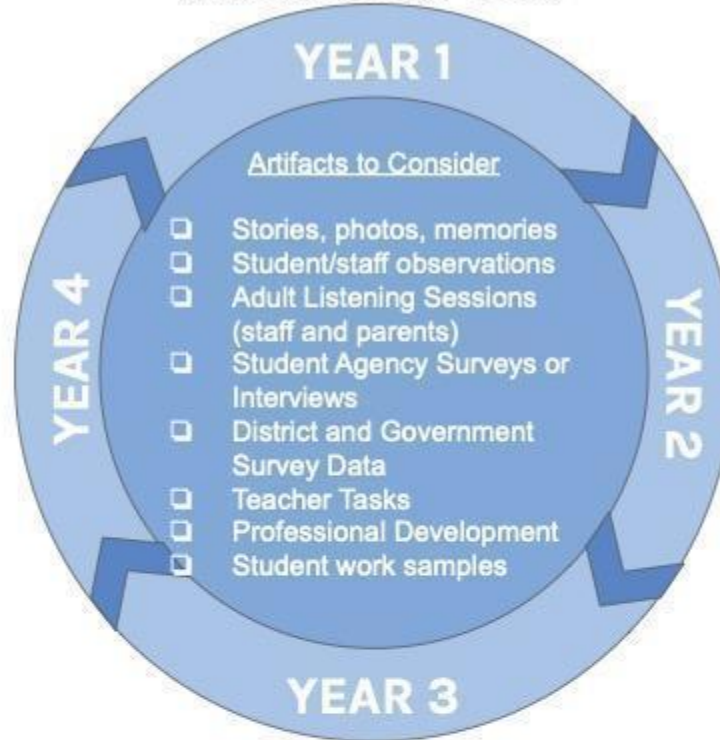
This graphic is meant to share our key strategies working together in support of our three goals. Our key strategies often support more than one goal and can impact our learning community in different ways. WRS are the goals we are working towards and are the overarching (or umbrella!) concept that encompasses the work that we do in our school. Within this main framework, we are working with our stakeholders on **building community**, **developing a sense of agency**, and, as a team, holding **equity** at the heart of what we do. Over the next four years, we will continue to build on these concepts and gather valuable feedback to help move us forward. Dr. Dustin Louie posed an important question to leaders in our division - are the values that **we say** we hold actually **being reflected** in the work we are doing? We hope these key strategies share our values and the important work we are doing as a community.

The Agency Framework:

FIGURE 5.1 Agency Framework



“Agency is about connection to self, peers, adults, the community beyond the classroom, and ultimately the world”  
- Shane Safir & Jamila Dugan

**Implementing the Agency Framework:****Implementation of the Agency Framework in support of our Education Plan Goals****Year 1 and Year 2:**

- Our staff will explore the Agency Framework in support of our goals of Wellness, Respect, and Success
- We will build understanding of Agency with staff, students, and families.
- We will work towards understanding multi language learners and the experiences of new canadian families and work to support cultural diversity in our schools
- We will work towards centering the experiences of our students to ensure their ways of knowing and learning are valued.
  - Emphasis on Identity and Belonging
- We will provide opportunities for students to explore ways they can lead with Agency in our community, including being stewards of the land on which we learn.

**Year 3 and Year 4:**

- Our students will discover and explore how other students build Agency around the world.
- We will center student values around the Agency Framework.
  - Emphasis on Mastery and Efficacy
- Wild Rose students will feel confident in their sense of Agency
- Wild Rose stakeholders will feel confident in our students' ability to hold Agency



# WR Highlights



## 1 Outdoor Learning



- Intentional learning on and from the land
- Weaving Indigenous ways of being and knowing with intentionality - Peace Poles, Wahkohtowin (taking care of our relations). Cree, Michif, and Inuvialuit language learning
- Arctic Wolf & Slush Pup Recess - students come to school READY to be outside (families are on board!)
- Whole School Initiative - Children's Outdoor Bill of Rights

## 2 WR Family Survey



- 41 families have completed
- Next steps:
  - Compiling the data
  - Following up with families that offered to build our understanding
  - Sharing our learning back with our community
  - Learning about the celebrations and traditions that are important to our families

## 3 Collab Time



Focus:

- Build authentic opportunities for staff to collaborate on a school initiative.
- This year, our emphasis is on building our competence and comfort with outdoor learning
- Addition of intentional time for Collab w/ support staff

## 5 Pilot Projects



Assessment Pilot

- Emphasis on portfolio development as a way to capture and communicate student learning

Survey feedback - communicating progress/learning

STEAM Pilot

Partnership with IdeaLabs St Albert

- 4 Weeks in January for interested Gr 4 students

## 4 Professional Development

- PD Plan - Complex Learners and Assessment
- Expertise of our District Resources and TIME to dig deeper into areas for growth in our practice. Area for growth - PD in the area of anti-racism



### **Link to the Digital Document – Strategies and Artifacts**

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The digital document allows you to see the Ed Plan as a whole (as we would like it to be presented). We have collected artifacts throughout the year that speak to the work being done in our school and outline our key strategies. There are also multimedia files for you to click on and play. You can move the document around and zoom in to access the different information.

### **School Reflection 2023-2024**

Wild Rose welcomed many new Canadian families during the 2023-2024 school year, and we continue to do so throughout this school year. We worked hard throughout the year working with our students on how we can be welcoming to others. We used the book “A Hundred Thousand Welcomes” by Mary Lee Donovan and Liam Cho to frame our learning. When you enter our office, the welcome signs greet you in 8 different languages all of which are connected to our community. As our community grows, we hope to add more signs in different languages.

We were grateful to have the Roots of Empathy program in one of our Grade Three classrooms. Baby Bridget and her family were a welcome addition to our Wild Rose Community. We appreciate Karen Lucas from Curricular Services bringing this initiative to our school. The hands-on learning that our students gained from this program is invaluable. In the 2023-2024 school year we got back into using our Kitchen Lab. The Kindergarten class learned about healthy and nutritious foods during their kinder cooking times. Our GOALS program and our Inclusive Education students were busy preparing morning breakfast snacks and treats in our Kitchen Lab as well. We are thankful for our amazing support staff who have taken the lead on this initiative. The students learned many life skills such as reading recipes, measuring, working with each other and cleaning up.

Wild Rose students continue to learn about agency - We wanted our students to understand the importance of giving back to our community throughout the year as we are so well taken care of at our school. Whether it is supporting our local food bank through our Silver Halloween Carnival and Week of Giving, creating and delivering Christmas Cards and bird feeders to our neighbors, or the Terry Fox Run, our students know they can make a difference for others in our community.

One area of community that has been at the forefront of our minds is building community with our staff. It is important that they have a voice in determining what it means to be at Wild Rose School. We made the decision to make staff meetings an opportunity for sharing, learning, and celebrating together. Our conversations centered around student and staff well-being, staff learning opportunities, and supporting our focus on building community together. We appreciate our neighbouring school, Hillgrove, for working with us to find meaningful connections for our staff, students, and families through work and play. The sense of team amongst the Grandin neighborhood schools supports our students and families in knowing they are part of a vibrant learning community.



**How is the school using/reflecting on evidence to inform school outcomes and/or strategies?**

Based on demographics, survey data, and feedback from our community we are focusing on improvement in a few key areas:

Support for MLL students – 12% of our students are Multi-Language Learners.

Dedicated teacher and support staff time for support for MLL vocabulary and language development. Our team is taking a play-based approach to encourage language development and peer connections

Building language groups for students that speak the same language to offer a brain break/opportunity to connect with peers across grade levels

Teresa Gagnon (Division SLP) – Professional Development on Universal Literacy Supports

ILT Team – Professional Development for support staff on supports for complex learners (strategies taught also benefit our MLL students)

Class Complexity – The number of students with complex needs has increased

Professional Development for all staff on programming for complex learners using division tools

Ensuring our team has the training and support (Autism conference, ILT and Student Services support, Curricular Services one-on-one support)

Connecting with family Home Teams to ensure consistency in expectations and language

Added additional 0.2 FTE for literacy intervention

Intentional Collaboration time for classroom teams to connect and discuss student supports

Family Survey Data

Over 40 families completed our survey

We have a better understanding of what our families value and celebrate

Some families have offered to share more, and we look forward to connecting with them

We have students offering to share about their celebrations and holidays with other classes and we are working to recognize as a school the many holidays and celebrations of our community

Staff Survey – Feedback on Collaboration Opportunities

We have intentionally planned monthly opportunities for staff members to work collaboratively with their grade partners as well as classroom team.

Classroom teams touch base to ensure they are working together towards student goals

Support Staff have also been provided additional opportunities for collaborative conversations and planning. Providing time for check-ins and resource/idea sharing has promoted teamwork

Parent Survey – Feedback on Communicating Student Progress

Professional Development in the area of Assessment - Working with staff on assessment conversations and ways to gather and share information on student achievement.

We have 4 teachers participating in the Division's Assessment Pilot to see if there is a more effective way to gather and communicate progress to families.

**Financial Performance 2023-2024**

School principals are responsible for developing their education plans and their site-based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$74,417

Key elements contributing to this surplus include:

Surplus will be used for additional supports in the 2023-2024 school year

**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>WILD ROSE SCHOOL</b>			
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 2,008,875	\$ 1,920,055	\$ 2,000,689
2. Other Revenues			
2.1 Fees	\$ 97,676	\$ 96,907	\$ 99,186
2.2 Donations	\$ 3,000	\$ 3,000	\$ 3,000
2.3 Fundraising	\$ 350	\$ 650	\$ 650
2.4 Other Revenues	\$ 24,356	\$ 20,276	\$ 20,276
3. Surplus / Deficit Allocation (S/D)	\$ 74,417	\$ 74,417	\$ 37,826
<b>TOTAL REVENUES</b>	<b>\$ 2,208,674</b>	<b>\$ 2,115,305</b>	<b>\$ 2,161,627</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 1,778,175	\$ 1,757,605	\$ 1,770,353
2. Support Staff	\$ 219,383	\$ 179,999	\$ 182,531
3. Services	\$ 55,187	\$ 53,780	\$ 58,230
4. Supplies	\$ 67,800	\$ 65,300	\$ 67,300
5. Furniture, Equipment & Capital	\$ 15,000	\$ 2,500	\$ 10,000
6. Technology	\$ 8,000	\$ 6,000	\$ 23,500
7. Future Emergent Initiatives	\$ 65,129	\$ 50,121	\$ 49,713
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,208,674</b>	<b>\$ 2,115,305</b>	<b>\$ 2,161,627</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
<b>FTE Enrolment (ECS @ .5)</b>	<b>263.00</b>	<b>260.00</b>	<b>268.00</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	15.15	14.93	15.23
Support Staff FTE	3.43	2.68	3.25
Certificated Staff Percentage	87.6%	88.1%	86.8%
Support Staff Percentage	12.3%	9.0%	9.0%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>100.0%</b>	<b>97.1%</b>	<b>95.8%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>102.5%</b>	<b>100.9%</b>	<b>97.6%</b>
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

**Appendix I –Performance Indicators**

**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	NA	NA	NA	97	97
The school is	NA	NA	NA	92	90
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	NA	NA	NA	90	92
That their teachers care about them.	NA	NA	NA	96	95
That their school is a place where they feel like they belong.	NA	NA	NA	88	78
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	NA	98	98
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	96	98
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	94	97

**Division Student Survey Results**

(Based on an annual online survey available for all students)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	95	97	94	95	95
The school is	95	92	93	92	92
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	84	84	84	95	81
That their teachers care about them.	87	86	86	88	85
That their school is a place where they feel like they belong.	79.8	82.7	82	77.2	77.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	95	96	96.6	96	98.4



I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

**Parent Survey Results**

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	98	97	95	96	98
With the choice of courses and programs available in their school.	89	94	95	89	91
With the support and resources available to meet the diverse needs of students.	74	94	71	83	81
That the school helps their child become a good, caring citizen.	91	100	81	96	96
That the school is safe.	100	100	86	98	98
That their child's school is a positive, caring, and welcoming place.	96	97	90	100	100
That their input is considered, respected, and valued by their school.	80	94	81	83	82
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	88	95
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	81	93
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	56	60
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	87	91

**Division Parent Survey Results**

(Based on an annual online survey available for all parents)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2

That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

**Staff Survey Results**

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	100	100	93	96	95
With the provision of the support and resources needed to meet the diverse needs of students.	95	88	79	79	65
That the school helps students become good, caring citizens.	100	96	100	100	95
That their input is considered, respected, and valued by my school.	90	96	93	89	90
That they feel safe in the school.	95	100	100	100	95
That the school is a positive, caring, and welcoming place.	100	100	93	100	95
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	96	90
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	89	75
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	96	75
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	100	95

**Division Staff Survey Results**

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3