

Evergreen Elementary School



School Education Plan



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A. School Profile:

Evergreen Elementary is a Pre-K-4 school located in Drayton Valley, with close proximity to Discovery Park and the bus hub. We have around 180 students, including full day, every day Kindergarten and a full day, Monday/Wednesday Kindergarten (with alternating Fridays) and a Tuesday/Thursday pre Kindergarten. We have approximately 30 staff members (5 shared with other schools). Our building is designed for opportunities for flexible learning including teacher collaboration, team-teaching and flexible learning spaces. We are striving to be a LEED silver level school, with reduced environmental impacts. Our school also focuses on positive behaviors with the PAX program. Students have a daily free breakfast, access to free healthy lunches and a paid hot lunch program is available. We work with parents, and other schools to ensure transitions between grades, and between schools, are as seamless as possible.

MISSION STATEMENT

"Evergreen School is a nurturing learning community dedicated to sparking curiosity, building strong foundational skills, and celebrating the unique growth of every young learner."

VISION STATEMENT

"To ignite a lifelong love of learning and discovery, ensuring every child develops the academic and social-emotional confidence to bloom."

CORE VALUES/Belonging (Safe Space)

We wrap our students and staff in a warm, welcoming environment where everyone feels safe to take risks, make mistakes, and truly be themselves.

Empowerment (Learning Strategies)

We teach young children how to learn, give them the tools to manage their emotions, and provide the tailored support they need to succeed.

Connection (Community)

We guide our students as they take their first steps from home into the wider world, teaching them how to be kind friends and active, positive members of our community.

Student Growth and Achievement (Literacy & Numeracy)

How does embedding Collaborative Response structures at Evergreen School impact school culture, student engagement, and the development of self-regulated learners?" Prek -2 change slightly, 3-4 more authentic tasks, pbl etc can teachers create an inquiry question that fits their grade level. This can be the pgp

- **Provincial Screener Data:** The percentage of Grade 1–3 students scoring "At Risk," "Approaching," or "Meeting" benchmarks on mandatory provincial assessments:
 - *Letter Name Sound (LeNS)* test results.
 - *Castles and Coltheart 3 (CC3)* reading test results.
 - *Provincial Numeracy Screening Assessment* results.
- **Local Reading and Math Benchmarks:** Year-over-year percentages of students performing at or above grade level on school/division tools (e.g., Benchmark Assessment System [BAS], RCAT, or WRSD numeracy indicators).
- **Tier Movement Metrics:** The number of students successfully moving from Tier 2 (targeted intervention) back to Tier 1 (universal classroom support) as a result of the 6-week Collaborative Team Meeting intervention cycles.
- Grade level targeted literacy centers: cycle of support driven by data

Teaching and Learning

- Teachers use strategies to ensure engagement, learning and growth for each student. Learning activities are rich, engaging and meaningful. ([cognitive engagement](#)) Lessons stimulate interest and motivation for learning. ([emotional engagement](#)) Lessons are not just in a whole group structure. Small group instruction, collaboration and embedded interventions allow for meaningful learning conversations. ([behavioural engagement](#))
- Collaborative Team Meeting (CTM) Artifacts: Analysis of the meeting notes and "Continuum of Supports" documents to identify which Tier 1 and Tier 2 strategies are being recommended most frequently by teachers.
- Collaborative Team meetings and planning time will be embedded every 6 weeks (Jigsaw Learning <http://jigsawlearning.ca/> cycle of learning, planning and discussing growth and changes.
- Admin walkthroughs will focus on promising practices/powerful learning environments: tools to support the key issues identified in team meetings being used i.e. visuals, organizers, soft starts, PAX tools
- Behavioral support specialist: referral, observations, consultation with ILST and classroom teacher
- [k-4 community and life skills initiative](#)
- [Monthly assemblies](#)
- authentic tasks, student agency, feedback loops, criteria, rubrics
- [EVG professional learning plan](#)

Learning Supports

- **Executive Functioning Competency Tracking:** The percentage of students demonstrating age-appropriate executive functioning skills based on Evergreen's targeted checklists (e.g., independent use of visual schedules, managing transitions, or utilizing "soft starts"). [Executive Functioning Competencies](#)
- **PAX Program:**
 - The Essentials: We are going "Back to Basics." Whether you are a veteran PAX user or brand new to our staff, we will be focusing on the four "Non-Negotiables": the Harmonica (PAX Quiet), PAX Vision, PAX Sticks, and The Game.
 - Number of minutes of uninterrupted, engaged learning time achieved during "PAX Games."
 - A Culture of Tootles: We aren't just asking the kids to do it—we're doing it too. Expect to see me "Tootling" the incredible things I see happening in your classrooms. Staff meetings will continue to have dedicated time for tootling!
- **Wraparound Supports:** Schedule the What Evergreen Needs (WEN) team regularly to review complex student profiles and coordinate intervention plans involving administration, inclusive education coaches, and community wellness partners. [WEN](#)
- Transition plan will be created in May the previous year, and referred to during WEN, and during CR (Local document)
- Continue to build and refine our continuum of supports in literacy, numeracy and wellness. This year we will identify our list of non-negotiables in these areas.
- Partner with our IET to engage students in learning tasks and cultural performances

Governance

- **Collaborative Review:** Present the multi-year Education Plan to the School Council
- **Welcoming Environment Initiatives:** Foster a strong home-school connection and build positive school culture by hosting annual community-building events, including the Ice Cream Social, Pancake Breakfast, and Family Picnics.
- Coffee chats scheduled with the admin every 4 months.
- Volunteer opportunities: hot lunch, breakfast, healthy lunches, centers
- **Targeted Communication:** Utilize regular school newsletters, digital platforms, and targeted infographics to educate parents on the PAX program tools, self-regulation strategies, and executive functioning supports used in the classroom to promote consistency between home and school.
- **Assurance & Feedback Loops:** Administer annual Alberta Education Assurance (AEA) surveys and localized parent surveys to measure family satisfaction, perceived school safety, and engagement, using the insights to drive subsequent planning cycles.
- **Community Event Feedback:** Quick "exit slip" comments, email feedback, or School Council discussions following large community events (e.g., Ice Cream Social, Pancake Breakfast, Family Picnics).

