

Education Plan 2025 - 2026

École Rocky Elementary School
Our Roots Run Deep – Nos racines sont profondes



Ecole Rocky Elementary School
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Section B: School Profile

Ecole Rocky Elementary School

Our Roots Run Deep – Nos racines sont profondes

Overview:

École Rocky Elementary is a preK-5 school located in Rocky Mountain House. Approximately one third of our 250 students are enrolled in French Immersion. We serve families living in the Town as well as the surrounding County – over half of our students are bused in each day. We are centered on 4 pillars: 1) High standards of academics and leadership; 2) A community of support; 3) A force in the community; 4) Peaceable School.

Our Mission...

École Rocky Elementary School is a powerful, dual track, collaborative learning environment that supports the well being and individual growth of all students and staff.

Our Vision...

Operating as a Community of Practice, École Rocky Elementary School provides an exemplary learning environment that is respectful and purposeful, and where every student demonstrates continuous improvement and achievement.

Our Values and Beliefs...

We are committed to:

- Maintaining a healthy, positive, safe, supportive and respectful learning environment.
- Preserving dignity and nurturing a sense of purpose and optimism in each student.
- Modeling the skills and attitudes necessary to solve problems, manage conflict, and demonstrate compassion and forgiveness.
- Realizing high standards in student achievement through quality programming and instruction, and the innovative implementation of technology.
- Challenging students to take risks and to become confident, resourceful, disciplined and self-motivated learners.
- Working to meet the unique needs of each student through inclusion and differentiation. Student learning should be active, interactive and appropriate to the individual.
- Providing choices in education through the continuing support and development of our French Immersion Program.

2024/2025 Demographics

		change from previous year
preK-5 Student Population	246	-7
K-5 French Immersion	80	-6
Self Identified FNMI	50	+7

Class Size

PreK	18 students	=
Kindergarten	36 students	-4
Grade 1	42 students	+5
Grade 2	35 students	-2
Grade 3	40 students	-3
Grade 4	41 students	+7
Grade 5	34 students	-12

Staffing

Teaching Staff

11.73	FTE Teachers	+.23
1.10	FTE Administration	=
0.75	FTE Inclusive Learning Support Teacher	=

Support Staff

1.25	FTE Administrative Assistants	=
0.75	FTE Librarian	=
0.5	FTE Family Wellness Worker	=
0.5	FTE Connection Coach	=
10	Education Assistants	+1.5
2	Custodian	=

Other

School Resource Office - Cst. Matt Anderson
 Speech Language Pathologist - Lisa Robinson
 Occupational Therapist - Jan Gervais
 Physical Therapist - Janelle Van Heeren

Section C: Inquiry Question, Strategies, and Measures

2025-2026 ÉRE Inquiry Question

How can differentiated instruction and targeted interventions accelerate learning for students?

What would we like to find out?

- We are intrigued if differentiated instruction and targeted intervention strategies can help address academic gaps and accelerate student learning.

Connection to the WRSD Mission

- Our ultimate goal is to improve the life chances of every student through a powerful learning environment. To support this goal, ÉRE staff have identified differentiated instruction and targeted interventions as a priority area to focus on.
- We believe that when student learning is appropriately differentiated, scaffolded, and targeted, learning will be accelerated and learners allowing learners to feel more confident and successful.

What brought us to this inquiry question?

- Each year, conversations occur with staff, parents, school council, and administration to determine an area of focus. Through these discussions, it was recognized that a deeper understanding of differentiated learning and targeted interventions may have a positive impact on student learning.
- Over the past few years, we saw new curriculum in many K-5 subject areas and this serves as an opportunity to consider and front load differentiated learning into our lesson design to potentially reap additionally positive results.
- We recognize that we have some students who have academic gaps in their learning, and differentiated instruction and targeted interventions may bring us positive results in closing these academic gaps.
- We recognize we serve a diverse student population in inclusive classrooms, including students with high medical needs, English additional language learners, students in French Immersion, and students who have experienced high trauma. An approach that includes differentiated learning may be beneficial in matching these diverse student groups to high-yield learning strategies.
- We recognize that one-size-fits-all learning may not be the most powerful way to accelerate student learning.
- Last year, our staff focused on personalized instruction and recognized that we made several gains as a result. A deeper dive into the differentiated learning and targeted intervention strands of purposeful instruction could lead to more positive results.

- Further defining our continuum of supports may see staff utilize higher yield strategies more often and more timely.
- We have seen positive progress from becoming more culturally aware of First Nation, Metis, and Inuit needs.

Any areas of the 2024-2025 Alberta Assurance Measure Results indicated as a concern or decline?

- 55.6% of Grade 4 & 5 students indicated they were engaged with learning at school while teachers indicated they saw students 100% engaged. At the same time, more students indicated they enjoyed learning about Language Arts and Math over the previous year. There may be a disconnect with students recognizing how their current school work is serving their future ambitions.
- While this is a very small sample size, of the 8 parents that responded to the survey, 37% indicated that their child did not find school work interesting. 37% also indicated that school learning was not what their child needed to know.
- Overall, we saw more students and parents choose “Don’t know” as their option where they were likely on the positive side in the past. We are looking into understanding why these participants didn’t feel confident to provide a response on this survey.

What does the research say?

- Harjatanaya, T. Y., & Prasetya, A. (2023). Effectiveness of Differentiated Instruction Strategies in Promoting Student Engagement, Academic Performance, and Social Inclusion in Multicultural Classrooms. *International Journal of Education Elementary and Psychologia*, 2(2), 65-74. Retrieved from <https://journal.ypidathu.or.id/index.php/ijeep/article/view/1462>
 - This research found that the application of differentiated instruction strategies, such as flexible grouping, customized learning materials, and culturally relevant content, significantly improved student engagement, active participation, and academic performance. Crucially, the study also highlighted the positive impact of DI on social inclusion in multicultural classroom settings. It demonstrates how DI can foster an environment where all students, regardless of their backgrounds, feel valued and are able to achieve their full potential, contributing to a more equitable and effective learning environment.
- Masyhur, A., & Wahyudin, A. (2023). A Case Study of Differentiated Instruction at Elementary School. ResearchGate. Retrieved from https://www.researchgate.net/publication/377103175_A_Case_Study_of_Differentiated_Instruction_at_Elementary_School
 - This case study, conducted in an elementary school, demonstrates the practical implementation and positive effects of differentiated instruction. The findings indicated increased student enthusiasm, active participation, and enhanced

innovation and creativity. Students showed improved learning progress in both "hard skills" (academic content) and "soft skills" (e.g., critical thinking, collaboration). The study highlights how teachers effectively use diagnostic assessments to differentiate content, process, and product, leading to positive student responses and overall improved learning experiences.

- Ricketts, T., & Henderson, H. (2023). The Impact of Leadership and Targeted Interventions to Close the Achievement Gap of Disadvantaged Pupils: A Case Study. *European Journal of Educational Management*, 6(1), 1-13. Retrieved from <https://www.eujem.com/the-impact-of-leadership-and-targeted-interventions-to-close-the-achievement-gap-of-disadvantaged-pupils-a-case-study>
 - This case study explored how effective leadership and specific targeted interventions contributed to closing the achievement gap for disadvantaged pupils in primary schools. The study detailed various successful intervention strategies, including early intervention programs, small group teaching, one-to-one tuition, peer tutoring, parental involvement initiatives, booster classes, mastery learning approaches, and comprehensive pastoral care and enrichment programs. This qualitative research provides rich, empirical examples of how a multifaceted approach to targeted interventions can lead to significant improvements in academic outcomes for vulnerable student populations.
- Sari, B., Yuniastuti, E., & Hastuti, B. (2023). Differentiated Instruction and Students' Academic Achievement and Attitudes: A Meta-Analysis. ResearchGate. Retrieved from https://www.researchgate.net/publication/376378276_Differentiated_Instruction_and_Students'_Academic_Achievement_and_Attitudes_A_Meta-Analysis
 - This comprehensive meta-analysis found that differentiated instruction has a moderate positive effect (0.791) on students' academic achievement and a small positive effect (0.359) on their attitudes. The benefits were observed across primary, secondary, and high school levels, and in subjects such as science and social sciences. The study suggests that longer intervention durations tend to yield more positive outcomes. This research provides strong quantitative evidence for the effectiveness of DI in improving both cognitive and affective student outcomes.
- Sugai, G., & Horner, R. H. (2018). A Meta-Analysis of Academic Interventions for Elementary School Children. PubMed Central. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6269490/>
 - This meta-analysis synthesized results from multiple studies on academic interventions for elementary school children. The findings indicated statistically significant positive effects favoring academic treatments for academic achievement outcomes (with a Glass's Delta of 0.63). This research provides strong empirical

support for the efficacy of targeted academic interventions in improving learning outcomes for younger students, demonstrating that focused support can lead to measurable academic gains.

- Syam, N. (2022). Differentiated Instruction on Student Learning Outcomes: Systematic Review and Meta-Analysis. Journal of Pedagogical Research, 7(2), 241-255. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1342621.pdf>
 - This systematic review and meta-analysis of 25 studies revealed a significant positive effect of differentiated instruction ($g_{RE} = 1.109$) on student learning outcomes. The study found no significant differences in effect sizes based on student ability, subjects taught, grade level, or sample size, indicating the broad applicability of DI. However, it noted a significant difference based on the country's perspective, suggesting that cultural or contextual factors might influence the implementation and outcomes of DI. Overall, this research strongly supports DI as an effective strategy for enhancing student learning.

Positive impact on teacher practice

- supporting fulfillment of the TQS and new curriculum implementation
- encouraging data collection, interpretation and professional reflection
- improving teacher understanding of student agency and incorporating student voice in planning/application of learning to positively impact student perceptions and demonstrations of their learning
- using goal setting to enhance professional growth
- healthier staff when utilizing more effective practices

Describe what data you will need to collect regarding your inquiry question.

- teacher self-reflection on where they feel the most support is needed
- year and unit plans; classroom assessments
- classroom profiles (strategy 4 from Shelley Moore)
 - Individualized Program Plan/English Language Learners/Behaviour Plans
 - Class strengths and stretches (ie. organization, collaboration, reading comprehension, independence, etc.)
 - Student agency
- staff reflection on knowledge/understanding/confidence with Universal Design for Learning and Intervention Strategies
- student anecdotal reflection on their engagement and enjoyment of learning in subject areas
- classroom walkthroughs from admin to determine need
- screening data in numeracy and literacy

- documenting currently used strategies to create a site-based continuum of supports
- timetabling data to utilize a teacher in an interventionist role

Measures

- Grade level achievement and student growth indicators (formative and summative assessments as well as anecdotal evidence)
- Students demonstrating improved learning results
- An increase in Teachers using best practices
- Satisfaction surveys
- Assurance Survey Results
- Teacher exit interviews

Implementation

- Schedule time on PD Days to build and support our school plan
- Regularly review our progress on Professional Development Days
- Schedule COP time for professional sharing of practices, resources and implementation successes and stretches
- Staffing a teacher interventionist
- Build a list of site-based continuum of supports already in practice
- Encourage and support teacher participation in division curriculum support and other professional development opportunities relating to instruction
- Encourage and support teachers visiting and collaborating with similar grade/subject teachers across the division; peer observations of lessons
- Schedule candid conversations with teaching staff during PGP meetings to reflect on current practice and further stretches
- Utilize classroom walkthroughs by admin throughout the year to start conversations with staff that highlights impactful work, recognizes progress, and reflects on possible further stretches
- Schedule opportunities during our Staff Connect for staff to share best practices
- Schedule opportunities for our Literacy Champion and Numeracy Champion to share with staff
- Continue to collaborate and participate in learning sessions with our Indigenous Education Team to grow our foundational knowledge and work more culturally appropriate best practice into our learning design
- Pre & post testing to measure the impact of teaching practice.

Professional Learning Plan 2025-2026

Date	Activity
August 25 Monday (Teachers)	Organizational Day - AM - Staff Meeting - Staff Handbook, Inquiry Question, Core Beliefs for Instruction, Intervention Planning, Data Collection Templates - PM - Planning (self directed)
August 26 Tuesday (Teachers)	Organizational Day - French Teacher PD in Calgary - English Teacher Transition Time (am) - English Teacher PD w/Lochearn (pm)
August 27 Wednesday (Teachers)	Organizational Day - AM - CRM Continuum of Supports - PM - Planning (self directed) - New Teacher Cohort
August 29 Thursday (All Staff)	Organizational Day - AM - Staff Meeting - PM - Open House - PM - New EA Cohort
August 30 Friday (All Staff)	Organizational Day - AM - Teacher/EA Collaboration; Classroom Planning - PM - Public Works Healthy & Safety Modules
September 19 Friday (All Staff)	AM - Staff Meeting, Medical Plan Review, Screening Data Review and Intervention Planning PM - Continuum of Supports Development
October 20 Friday (All Staff)	AM - Staff Meeting, CRM Tier 2, Continuum of Supports Development PM - Numeracy Champion Sharing, French Team Meeting
November 28 Friday (All Staff)	AM - Staff Meeting, CRM Tier 2, Review Accountability Survey, Literacy Champion Sharing PM - Round 1 Intervention Review and Set Round 2 groups; EA Meeting, Teacher/EA collaboration, Planning
January 30 Friday (Teachers)	AM - Staff Meeting, CRM Tier 2, Continuum of Supports PM - FNMI Education Team PD
Feb 19 & 20 Thur/Fri (Teachers)	Teachers' Convention 1 hour to meet to review Round 2 Intervention Data and Set Round 3 groups
March 6 Friday (All Staff)	EA - SIVA PD AM - Staff Meeting, CRM Tier 2, Numeracy Champion Sharing PM - French Team Meeting, Committee Work, IPP Updates
April 17	AM - Staff Meeting, CRM Tier 2, Literacy Champion Sharing

Friday (All Staff)	PM - Round 3 Intervention Review and set Round 4 Groups, French Team Meeting
May 15 Friday (All Staff)	AM - Staff Meeting, CRM Tier 2, EA Meeting, French Team Meeting PM - EA/Teacher collaboration, EAL Updates
June 5 Friday (All Staff)	AM - Staff Meeting, Transition Meetings, Class Lists, Committee Work PM - IPP Updates and Year End Review Program Planning, PGP Review
June 24 and June 25 Wed/Thurs (Teachers)	Organizational Days • Transition Meetings; Intervention and CRM follow-up; Classroom Moves, Cleaning, Staff Farewell, PGP Review

*Subject to change :)

Section D: Stakeholder Involvement

Staff Involvement

- The School's Annual Education Report Review data shared with staff and feedback invited.
- Teacher Community of Practice (COP) meetings are focused on addressing school goals and sharing/coaching from division champions
- individual professional growth plans
- engagement in community and district partners who bring expertise
- collecting qualitative and quantitative data to support inquiry question development
- collaborative reflective conversations to generate school improvement

School Council Involvement

- The School's Annual Education Report Review data shared with School Council and feedback invited at the May School Council meeting.

Consultation with the school council executive occurs throughout the year.

2025-26 School Education Plan Template

A. Title Page

B. School Profile:

1. Short description of your school including location, number of students, grade levels, specialized programs, clubs, athletic teams, etc.
2. Your School's Foundation Statements (Vision, Mission, Values)

C. Inquiry Question, Strategies & Measures

1. **Inquiry Question:** Clearly state one question you and your school staff will focus on for the upcoming school year(s) ([See Inquiry Question guidelines](#)). Include the following background information regarding your inquiry question:
 - What are you trying to find out and how will it improve things for your students?
 - How is your inquiry question aligned with the WRSD [Powerful Learning Environment Framework](#)?
 - What specific data from your school led you to choose this inquiry question?
2. **Alberta Education Assurance Measures Results:** Address in your Education plan any areas of Concern from your most recent Alberta Education Assurance Measures Results. You can connect this to your inquiry question or can be separate from your inquiry question.
3. **Strategies:** Clearly state a few specific actions you and your staff will implement over the next year that will help you investigate your inquiry question as well as areas of Concern and Decline on from the Alberta Education Assurance Measures Results. When deciding on your strategies, consider how your strategies align with current education research and best practice?
4. **Measures:** Clearly state how you will assess progress on answering your inquiry question and the effectiveness of your strategies, both during the school year and at the end of the school year. Consider the following types of measures:
 - Provincial and local measures
 - Anecdotal, experiential evidence and/or numeric data
 - Mid year measures and end of year measures
5. **Implementation:** Details of how you will put your strategies into action. Clearly identify:
 - Allocation of resources that will be required to implement your strategies
 - Professional learning plan - **Make sure you Include in your professional learning plan opportunities for staff to learn about First Nations, Métis and**

Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

- D. Stakeholder Involvement: Clearly state how you have actively engaged your stakeholders (students, staff, school council) in the development of your plan and how their input has influenced the components of the plan.

Checklist:

- ☐ Title Page
- ☐ School Profile & Foundation Statements
- ☐ Clearly stated inquiry question linked to the WRSD [Powerful Learning Environment Framework](#), including recent data that led you to this question
- ☐ List areas of Concern or Decline from your most recent Alberta Education Assurance Measures Results, and plans for improvement in 2025-26.
- ☐ Strategies planned for 2025-26 that will help you find answers to your inquiry question
- ☐ Measures of how you will assess progress regarding your inquiry question and the effectiveness of your strategies
- ☐ Implementation - resources and PD plan
- ☐ Opportunities for staff to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- ☐ Stakeholder Involvement - staff and school council
- ☐