

Evergreen Elementary School



School Education Plan



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B. 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, Tuesday/Thursday Kindergarten (with alternating Fridays). 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.

C. Foundation Statements

Mission Statement: Evergreen School is a Learning Community committed to a learning environment that provides for growth and achievement of every student.

Vision Statement: Evergreen School is a Learning Community where students have the opportunity to achieve their highest potential in all aspects of their lives.

Values: Our personal vision is to create a welcoming, safe space for students, and staff. Students will get the support they need to learn strategies to engage in their school community and community environment.

D. May 2025

Assurance Domain	Measure	Evergreen 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	78.1	75.5	75.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	77.6	76.6	79.1	79.8	79.4	80.4	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	90.7	89.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	83.9	82.9	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	79.7	62.4	66.5	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	86.4	87.0	85.3	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

E. Analysis Of Results/Inquiry Question, Strategies & Measures

1. **Current Inquiry Question: How does the implementation of Collaborative Response within Evergreen School aim to foster student self-regulation, school culture, and student engagement?**
 - This inquiry question aligns with the [WRSD Powerful Learning Environment Framework](#) section of Personalized Learning: Learning Design: the teacher uses 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](#))

Quantitative data:

- Provincial measures - Literacy and numeracy screeners
- Local Measures- Literacy and numeracy benchmarks (RCAT, BAS assessment, EICS numeracy), Grade Level Achievement data, Family Wellness Worker referrals, school office referrals, FRN referrals, log entries, IPP//BP data, WRAP meetings

Qualitative data:

- Student Surveys, Parent surveys, Teacher surveys, checklists (executive functioning skills), Collaborative Team Meeting- Key issues, Teacher self-reflection

2. Strategies:

- **WEN TEAM:** meets weekly to support students and families who are presenting with significant concerns in and or out of the classroom. These students will be identified through the team meetings and brought forward by the ILST. [WEN Team](#)
- Collaborative Team meetings and planning time will be embedded every 6 weeks (Jigsaw Learning <http://jigsawlearning.ca/>) We will follow a cycle of learning, planning and discussing growth and changes.
- The overall umbrella will be engagement, the pieces of the umbrella will be executive functioning, numeracy and literacy through the lens of instructional practice.
- Teachers will learn from other teachers through observing lessons
- ATA PD Workshop Executive Function—Essential Skills for Deep Learning and Emotional Regulation (3 Parts)
- Case conference meetings that include collaboration with community partners and cross ministry supports will be scheduled as needed (WRSD Student Services Manual)
- Needs-based classroom support plan (Shelley Moore-blogsomemoore.com/about/)
- Transition plan will be created in May the previous year, and referred to during WEN, and CRM (Local document)
- 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
- Literacy and Numeracy Champions will work with all teacher teams

- Students will identify their significant adults in the building, and lists will be compiled for each staff member so they can connect/collect with the students who have identified them.
- Levelled literacy groups happen in many grades; and we have a continued focus on phonological awareness in K-3
- [EVG staff meetings](#)

3. Measures:

Provincial:

- Alberta Education Assurance Measures Survey
- Government Screeners

Local:

- [Executive Function Competencies](#)
- Student Surveys
- Parent Surveys
- Log entries
- Events for parents: ice cream social, pancake breakfast, games day, lunch with a loved one, family picnics

4. Implementation:

- Allocation of resources that will be required to implement strategies
- 0.75 FTE ILST support
- administration
- Embedded weekly CR
- Access to Kim Wedman, Jen Lefebvre, Student Services Coordinator
- Year one 2024-2025: several staff attended the Collaborative Response conference, structures of a team meeting were established, embedded time document refined
- Year two 2025-2026: classroom supports focused on key issues addressed by staff at team meetings, staff meetings, pd days. Collaborate with Aurora and Breton Elementary administrators and staff to learn more around executive functioning (ATA session). Refine continuum of supports in literacy, numeracy and executive functioning. Agree on the 5 non negotiables for Evergreen in each area. Requested individual school support with Kurtis and or Lorna Hewson. We hope to be able to start a HUB classroom space 2 days/week with EA support.
- Teacher reflections
- Student reflections
- Year three: Continue many of year one/two strategies. Hub classroom space: students will be identified through our ILST. Assess, review, reflect by May 2026 (WEN team, grade teams)
- [EVG professional learning plan](#)

F. Opportunities for First Nations, Métis and Inuit perspective/experiences learning

- Staff meetings
- PD Days

G. Stakeholder Involvement:

- In May several teachers attended the Jigsaw Learning retreat. They attended sessions, discussed school based needs and began to formulate a plan to increase student engagement. Staff would like to work towards building a stronger culture with parents and students. In order to increase culture we will develop a plan with a variety of activities to include our parents, grandparents and guardians. We will have monthly assemblies with a focus on fun and character building. We will be bringing in a mascot to build on our Evergreen school culture. A refocus and implementation of our PAX good behavior program will be a priority. All staff will sign up for committee work focused on either parent or student engagement.
- This year three of our grade four parents completed the survey. This is not a high enough number to give our school data.

What are we doing well as a school?

Citizenship, quality of education, access to services and parental involvement

What can we improve on?

Student learning engagement

Welcoming, Caring, Respectful and Safe learning environments

We are committed to allowing staff and parents the opportunity to give us feedback on our inquiry question and our programming.

Encourage parent involvement in usage of surveys by providing various opportunities during family engagement activities.

- Interview evenings: chromebook station set up to do a quick survey
- Sharing our School Improvement Plan with parents during PAC meetings
- Posting our School Improvement Plan on our website