

SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Ardrossan Elementary School

PRINCIPAL: Helene Hewitt

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	23.85	Salaries	\$ 3,027,956
Classified	6.22	SES	\$ 144,378
		Total	\$ 3,216,864
		Surplus/deficit	\$ 33,917 (anticipated)

ARDROSSAN ELEMENTARY SCHOOL PROFILE AND CONTEXT

Located on the same campus as Ardrossan Junior Senior High School, Ardrossan Elementary provides dual-track English and French immersion programs serving approximately 515 students in Kindergarten to Grade 6. We offer a Play and Learn at School (PALS) program to benefit early learning with toddlers and preschoolers. Most of our students take the bus to school, and reside on acreages, farms, and communities in the surrounding area. This year, we have begun a partnership with the Boys and Girls Club to provide before and after school care.

As a Leader in Me school, the Ardrossan Elementary community follows the 7 Habits of Happy Kids and believes that every person is a leader. Our parent community demonstrates leadership through 4 active parent groups: School Council, Ardrossan Elementary Parent Support Association (AEPSA), Canadian Parents for French (CPF) and the Lunchbox (Hot lunch). Thanks to the hard work of our parent community, our students have access to homemade hot lunch four out of five days a week. Our school has a strong sense of community and collaborative culture as our foundation. With our motto: Success for all/le succès à la portée de tous, our teams strive to ensure that every child experiences success and discovers their passions.



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EIPS PRIORITY: Priority 1 - Promote growth and success for all students & Priority 2 – Enhance high-quality learning and working environments

SCHOOL GOAL: To ensure that more students are at or above grade level expectations in literacy and numeracy in both French and English

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

Literacy Strategies

- Complete literacy PD with Dr. George Georgiou of the University of Alberta (May/June 2020) and review recordings of this PD in the fall to refresh recollection or for new staff
- Implement evidence-based literacy instructional practices into long range/daily lesson plans as suggested by Dr. Georgiou throughout the year in the 5 pillars of reading (phonological awareness, phonics, fluency, vocabulary/morphology, reading comprehension) while considering which strategies that can be implemented in an online format if needed
- Implement evidence-based literacy instructional practices into long range/daily lesson plans in French Immersion by combining the research of both Dr. George Georgiou and Dr. Renée Bourgoin
- Collaborative Response Teams (Grade level cohorts) will meet in 6 week cycles to examine screening data and determine interventions throughout the year
- Complete book study of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* by David A. Kilpatrick and discuss during Professional Learning Community collaboration time and in staff meetings
- Network with other EIPS elementary schools to share best practices, successes, and challenges as well as with other schools in other divisions who are also working with Dr. Georgiou or implementing science of reading strategies
- Increase family/community engagement in reading through, Read In Week, and regular book talks/literacy promotion in daily announcements and weekly newsletters
- Create structured virtual opportunities for volunteers to read with students
- Provide staff with access to a variety of literacy tools/resources
- Integrate a weekly/monthly literacy strategy to morning announcements for Word Wednesday (English) and French Friday (French)

Numeracy Strategies:

- Assess all students using the MIPI
- Use the EIPS Benchmarking Kits to further determine gaps in learning
- Implement remedial instruction as guided by the Cheneliere Math Intervention books for each grade level
- Participate in the Week of Inspirational Math
- Attend the J.P. Das Centre's 2nd annual Math Conference (virtual) on math screeners and interventions (November 30, 2020)
- Integrate a math question into our morning video announcements for Thinking Thursday
- Provide PD in at least one school-based PD day as connected to the area requiring the most growth as identified by the MIPI results
- Consider numeracy strategies that can be implemented in an online format
- Provide individual math bag kits for each student (dice, cards, and manipulatives)
- Provide individual white boards for each student to display answers during mental math or other numeracy activities

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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

Literacy Measures:

- Assess all students using the TOWRE-2, TOSREC, TOSWRF-2 standardized reading assessments 3 times a year to track growth
- Assess all students using the STAR reading assessment to triangulate reading score data
- Assess French Immersion students with IDAPEL as well as with the Outil de diagnostic pour la prélecture (Right to Read assessment in French)
- Engage in the School Wide Write and compare student writing samples to the EIPS writing continuum
- Maintain high achievement levels on the French/English Provincial Achievement Tests in Grade 6
- EIPS Parent Survey will indicate satisfaction that students are progressing in literacy

Numeracy Measures:

- Assess baseline skills across math strands using the MIPI
- Determine learning gaps with the Benchmarking kits and reassess growth in gap areas using the Nelson Pre-Assessment book
- Maintain high achievement levels on the Math Part A & B Provincial Achievement Tests in Grade 6
- EIPS Parent Survey will indicate satisfaction that students are progressing in numeracy

EIPS PRIORITY: Priority 1 - Promote growth and success for all students & Priority 2 – Enhance high-quality learning and working environments

SCHOOL GOAL: To increase student, community and staff understanding of First Nations, Métis and Inuit foundational knowledge

STRATEGIES/ACTIONS IMPLEMENTED:

- Use First Nations Metis and Inuit education kits throughout the year in classrooms
- Provide students and families learning opportunities with the large division map of Indigenous Peoples
- Incorporate drumming circles in music classes
- Provide PD in at least one school-based PD day– staff will focus on integrating Indigenous content meaningfully into long range plans across subjects
- Incorporate Indigenous games into Sports Day & Carnaval events (if possible)
- Incorporate the 7 Sacred Teachings and the corresponding animals into the 7 Habits of Happy Kids
- Continue to offer the Little Bisons Club (when Covid restrictions are reduced)
- First Nations Metis and Inuit Lead Teacher 0.18 FTE to coach staff and provide educational experiences for students in Truth & Reconciliation
- Participation in cultural events such as Orange Shirt Day , Indigenous peoples' Day, etc.
- Create an Indigenous Knowledge section in the Bison Tales once a month and incorporate stories gleaned from the book *Braiding Sweetgrass*
- Incorporate Indigenous knowledge once a week in video announcements – Teaching Tuesdays
- Incorporate foundational knowledge into Professional Learning Community meetings and planning times.
- Continue to grow and harvest plants through our tower gardens and our community gardens and connect them to stories of the land and indigenous plants.

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- Evidence of the integration of First Nations, Métis and Inuit foundational knowledge in long range plans in each grade
- Increased circulation of materials connected First Nation, Métis and Inuit topics from the library collection
- Anecdotal feedback collected from students through the Little Bisons Club or in class discussions
- Increased results on First Nations, Métis and Inuit measures on the EIPS Parent Survey.

EIPS PRIORITY: Priority 1 – Promote growth and success for all students & Priority 2 – Enhance high-quality learning and working environments

SCHOOL GOAL: To establish/maintain effective mental health supports for students, families and staff as part of a welcoming, inclusive, respectful and safe learning environment.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Maintain the AEL Mental Health Google Classroom
- Present current information on COVID-19 to students and caregivers online and in person where possible
- Establish “Mindful Mondays” to teach a mindfulness or gratitude technique/skill via the announcements for regular use in class
- Establish a student club for wellness to practice mindfulness and gratitude techniques (when Covid restrictions permit)
- Partner with our Solutions Navigator through Family Community Services to connect families to mental health supports
- Mindfulness/Gratitude added to our Leader In me practices
- Incorporation of drum circles in music classes
- Provide student support through small counselling groups on topics related to anxiety, social skills, self-regulation, loss/grief
- Monthly lessons in person/by video of mental health strategies by the school counsellor presented to students and at school council meetings
- Monitor absenteeism rates for students (especially those on the vulnerable student list) as well as staff
- Provide access to information on mental health supports available to staff as employees of EIPS
- Acknowledge/celebrate health and resiliency through Bison Bravos to students and staff
- Engage in community altruism events throughout the school year – writing letters to community seniors, random acts of kindness, etc.
- Continue to provide opportunity/access to the Ardrossan Bison Pride club (when Covid restrictions permit)

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Use the [Mental Health Meter](#) as a tool with students, caregivers and staff a few times a year
- Use the [Adult Self-Care Assessment](#) as a tool with staff and school council a few times a year
- Monitor anecdotal records through our vulnerable student list
- Absenteeism rates for students and staff will be in line with previous years