

## SCHOOL EDUCATION PLAN

**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	23.48	Salaries	\$3,131,102
Classified	6.55	SES	\$107,208
		Total	\$3,250,499
		surplus/deficit	\$32,657

**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 500 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 all children experience success and discover their passions.



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**EIPS PRIORITY:** 1) Promote growth and success for all students, 2) Enhance high-quality learning and working environments, 3) Enhance Public Education Through Effective Engagement

**SCHOOL GOAL:** By building capacity for all staff and guardians to regularly implement evidence-based practices in the five pillars of reading, all students will demonstrate statistically significant growth as measured by reading screeners and the STAR assessment, administered in September, January and May.

### STRATEGIES:

- Provide professional development for staff around the five pillars of reading in French and English throughout the year.
- Provide staff with access to a variety of literacy tools/resources supported by research.
- Implement evidence-based literacy instructional practices into long range/daily lesson plans in the 5 pillars of reading (phonological awareness, phonics, fluency, vocabulary/morphology, reading comprehension).
- Implement evidence-based literacy instructional practices into long range/daily lesson plans in French Immersion by combining the research of Dr. Roy Lyster, Dr. Renée Bourgoin and the international peer-reviewed science of reading research.
- Collaborative Response Teams composed of the grade level teachers, the administration, the counsellor and mental health capacity workers will meet each month to examine screening data to determine interventions and adjust instruction throughout the year.
- 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 implementing the science of reading.
- Increase community engagement in reading initiative through various community activities such as:
  - Read In Week,
  - weekly articles in the Bison Tales,
  - community events offered in the evenings (Ex. How to read with your child at home, what are the 5 Pillars of Reading),
  - structured opportunities for volunteers to read with students (Wee Read, small group phonemic awareness practice, literacy stations in K-2 classrooms).
- Create structured opportunities for students to practice reading skills through buddy classes or reading clubs (Precision Reading, Book Buddies, guided partner reading, etc.).
- Integrate literacy strategies to morning announcements for Word Wednesday (English) and French Friday (French).
- Provide 2.5 hours a day of additional educational assistant support time for small group instruction as part of the Learning Gap funding.

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### MEASURES:

- Assess all students using the TOWRE-2, TOSREC, TOSWRF-2 standardized reading assessments three times a year to track growth.
- Assess all students using the STAR reading assessment to triangulate reading score data three times a year.
- 85% of the students will demonstrate statistically significant growth in standardized measures (an increase in 3 to 15 standard points).
- Assess French Immersion students with IDAPEL or the Alberta Education French screening assessments (NSIe and CC3) 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 high levels of satisfaction that students are progressing in literacy.

### RESULTS: (To be added for Results Review)

**EIPS PRIORITY:** 1) Promote growth and success for all students, 2) Enhance high-quality learning and working environments, 3) Enhance Public Education Through Effective Engagement

**SCHOOL GOAL:** Through a collaborative partnership with the Mental Health Capacity Building project, students, staff and community members will demonstrate an increase in skills as well as confidence in accessing resources to maintain both individual and collective mental health as measured by EIPS parent survey data and informal data collected at the school level.

### STRATEGIES:

- Ensure access to a school counsellor who will provide:
  - short-term solutions focused counselling,
  - crisis response guidance,
  - small group skills instruction,
  - whole group lessons focused on promoting mental health,
  - support with developing Individual Student Plans (ISP), safety and medical plans,
  - short-term supports and navigation to community resources for families in need.
- Participate in the school Mental Health Capacity Building project for the next 3 years to support staff in implementing specific skills, tools and strategies for supporting positive mental health.

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- Support mental health challenges that emerged because of the pandemic including anxiety and depression related to social isolation and family system pressures through a collaborative team approach.
- Collaborative Response Teams composed of the grade level teachers, the administration, the counsellor and mental health capacity workers will meet each month to examine mental health data to determine interventions and adjust instruction throughout the year.
- Develop a mental health toolkit available digitally for staff and community.
- Provide targeted supports for vulnerable populations including community members who identify as LGBTQ+, students with disabilities, and visible minorities.
- Track mental health referrals to the counsellor and/or outside agencies throughout the year and organize by themes to better align resources.
- Teach specific skills in class and through daily video announcement segment: “Mindful Mondays”.
- Increase access to community supports through:
  - parent presentations in the evening,
  - presentations to students (Saffron, AltView),
  - counselling update shared in Bison Tales and in School Council meetings.

### MEASURES:

- Referrals to counsellor will show an increase in access to supports both in and out of school.
- Decreased discipline referrals.
- Increased student attendance.
- Increased parent/guardian attendance at school events.
- Student, staff and parent survey data show increase in understanding of how to access supports as well as higher levels of satisfaction with feeling safe and cared for.
- Teachers regularly integrate strategies from the classroom mental health tool kit in their daily instruction.

### RESULTS: (To be added for Results Review)

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**EIPS PRIORITY:** 1) Promote growth and success for all students, 2) Enhance high-quality learning and working environments, 3) Enhance Public Education Through Effective Engagement

**SCHOOL GOAL:** By building capacity for all staff to meaningfully incorporate First Nations, Métis and Inuit perspectives throughout their daily instruction, all students will demonstrate deeper appreciation of and respect for Indigenous cultures as measured by the EIPS Parent engagement survey and anecdotal data collected at the school level.

### STRATEGIES:

#### *Staff will:*

- Receive coaching and support from our First Nations, Métis and Inuit Lead Teacher (0.14 FTE) throughout the year.
- Access professional development from division consultants and other knowledge keepers.
- Choose instructional materials that visually represent First Nations, Métis and Inuit persons (Ex. Mathology books).
- Incorporate drumming circles in music.
- Use long range and unit plan templates that will specifically identify how First Nations, Métis and Inuit cultural content is incorporated into learning.
- Share examples of successful lessons that incorporate Indigenous perspectives and culture during staff meetings and record ideas in shared Google Doc throughout the year.
- Add lesson plans and learning activities to a shared First Nations, Métis and Inuit planning Google Drive.
- Learn about the Indigenous Peoples Atlas of North America giant floor map and use it in their instruction.
- Help to plan and promote Education for Reconciliation/Social Justice activities throughout the year including:
  - Bear Witness Day,
  - Jordan's Principle,
  - Orange Shirt Day,
  - Project of Heart,
  - Moosehide Campaign,
  - Blanket Exercise,
  - Elder in the Making,
  - Speaking Our Truth book study.

#### *Students will:*

- Have access to the Little Bisons Club where they will:
  - incorporate Indigenous cultural content during monthly assemblies,

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- lead educational opportunities related to social justice,
- film content for the “Teaching Tuesday” segment in the video announcements,
- connect with community knowledge keepers,
- engage in cultural activities (art, music, craft, dance, gardening, etc.),
- set up the First Nations, Métis and Inuit Edukits in the library for all classes to access.
- Experience regular First Nations, Métis and Inuit culture in video announcements, in classroom lessons, through library materials, in school events, and through cultural presentations by guest speakers.

*We will involve the community by offering:*

- An evening event that incorporates First Nations, Métis and Inuit storytelling as part of our reading initiative.
- The Blanket Exercise for parents and access to the Indigenous Peoples Atlas of North America giant floor map.
- Regular First Nations, Métis and Inuit cultural content in the Bison Tales.
- Opportunities for Ardrossan families of First Nations, Métis and Inuit descent to share traditions and stories with the school community.

### MEASURES:

- Evidence of the integration of First Nations, Métis and Inuit perspectives and culture in long range plans in each grade.
- Increased circulation of student and teacher materials connected to First Nations, 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.
- Teacher shared drive of lessons plans that successfully incorporate First Nations, Métis and Inuit perspectives and cultures will indicate regular usage and visitation by teachers.

**RESULTS:** (To be added for Results Review)

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### LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
✓	<p>Additional hours added to an educational assistant to provide targeted small group instruction to students with significant gaps in reading, writing or mathematic skills. Programming will be developed, prepared, and assessed by teachers and implemented by the educational assistant.</p> <p>This educational assistant will provide 2.5 hours a day of targeted support for the entire school year.</p> <p>Students in Grades 1 to 3 will be recommended for this support based on data from the STAR or other reading screeners, the MIPI assessment or other data collected by the classroom teacher. Students will receive the intervention for 6 weeks after which their progress will be assessed. If enough progress is made, a new group of students will be identified to receive the additional support.</p>	\$ 14, 996.00
	Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).	\$ 0
	Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).	\$ 0
		<p>Total Allocated</p> <p>\$ 14, 996.00</p>

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### ***SOCIAL/ EMOTIONAL SUPPORT ALLOCATION***

Check all that Apply	Categories	Proposed Distribution of Funds
✓	<p>Increasing counselling time by an additional 0.14 FTE to enhance supports for students.</p> <p>The additional counselling time will bring our total counselling FTE to 0.7. The counsellor will work closely with our Mental Health Capacity Building Project (MHCBP) team.</p> <p>The collaboration between our counsellor and the MHCBP, we will target mental health needs of our community with a focus on anxiety, depression and post-pandemic trauma. Our team will work closely with teachers to model skills and develop a mental health tool kit for use at school and at home.</p>	<b>\$ 14, 605.00</b>
	Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)	<b>\$ 0</b>
	Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.	<b>\$ 0</b>
		<p>Total Allocated</p> <p><b>\$ 14, 605.00</b></p>



