



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Ardrossan Elementary

PRINCIPAL: Dan Verhoeff (Lana Lastiwka)

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered education.

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

SCHOOL PROFILE AND CONTEXT:

Ardrossan Elementary provides dual-track English and French Immersion programs - serving approximately 610 students in kindergarten to Grade 6. We offer a Play and Learn at School (PALS) program to benefit early learning with children aged 2.5 to 5 years old. Most of our students take the bus to school, and reside on acreages, farms, and communities in the surrounding area. We also have a partnership with the Boys and Girls Club (BGC) to provide before and after school care.

Our parent community demonstrates leadership through four active parent groups: School Council, Ardrossan Elementary Parent Support Association (AEPISA), 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.

MISSION:

All students can succeed in our respectful, safe, and caring learning environment.

SCHOOL GOAL 1:

By building capacity for all staff to regularly implement evidence-based practices in literacy:

- reading: focusing on vocabulary and comprehension
- written expression: focusing on sentence structure and conventions,
- all students will demonstrate growth as measured by the STAR literacy assessment, school reading screeners and EIPS developed writing rubrics administered in September, January and May.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

School wide implementation of various strategies such as:

- small group/individual conferencing
- book clubs targeted to student levels and interests
- students reading and writing daily
- implementation of targeted vocabulary instruction in all classes
- implementation of targeted sentence structure and conventions instruction in all classes
- grade level and cross grade collaboration
- foster a culture of literacy throughout the school – Read-In Week activities, buddy reading, and staff sharing of best practices

A variety of formative and summative assessment strategies will be used such as:

- observations, conversations, and products
- non-permanent vertical surfaces
- rubrics
- co-creating criteria
- tests and quizzes

MEASURES:

- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.



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SCHOOL GOAL 2:

To build capacity in all staff, to implement instructional strategies to support student growth in number sense.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- small group/individual conferencing
- school wide approach to numeracy, with a focus on making numeracy visible throughout the school
- math manipulatives available for all students
- introduce and implement “Building Fact Fluency” resource for division 1 and 2
- grade level and cross grade collaboration
- foster a culture of numeracy throughout the school – Week of Inspirational Math, buddy activities, and staff sharing of best practices

A variety of formative and summative assessment strategies will be used such as:

- observations, conversations, and products
- non-permanent vertical surfaces
- rubrics
- co-creating criteria
- tests and quizzes

MEASURES:

- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.

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SCHOOL GOAL 3:

By building capacity in all staff to include social emotional learning throughout the day, all students will demonstrate an increased ability to regulate, and problem solve in positive ways.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance high-quality learning and working environments; Positive Learning and Working Environments.

STRATEGIES

- intentionally teaching executive functioning and positive relationship building strategies
- regular check ins with students
- actively meeting and welcoming students when they arrive at school
- music classes to include drumming units which teach and explore growth mindset (gr 6), friendships (gr 4), regulation (gr 3), and positive communication (gr 5)
- co-create and use criteria in class and the school in response to “What counts, what matters, what is important in having positive daily interactions?”
- continue with year three of the Mental Health Capacity Building project
- include 7 sacred teachings during school wide assemblies and class content
- include positive behaviour shout outs "Bison Bravos" on the announcements
- full time counsellor available for individual, small group or whole class discussions around social emotional learning

MEASURES:

- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of staff, students, families and community members that are confident that Elk Island Public Schools’ learning and working environments are welcoming, inclusive, respectful and safe.
- Track and measure an increase in positive referrals to the office.
- Track and measure a decrease in negative referrals to the office.