



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: A.L. Horton **PRINCIPAL:** Matthew Spronk

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	17.3	Salaries	\$2,369,611
Classified	14	SES	\$124,413
		Total	\$2,494,024
		Surplus/deficit	\$0

SCHOOL PROFILE AND CONTEXT

A.L. Horton Elementary is a K-6 school with 356 students, 18 teaching staff, and 14 support staff. At A.L. Horton, we believe the mental, physical, social, and emotional well-being of every student is of great importance, and every student should be provided with a secure environment and learning opportunities. Each student is unique and deserves equal opportunity to develop his/her talents and potentials. A.L. Horton is located in Vegreville, located approximately 100 kilometers east of Edmonton. A.L. Horton offers both English and a Ukrainian Bilingual program as well as specialized programming for our students with PALS and LINKS.

Budget implications

This School Education Plan reflects an increase in the school budget of \$73,061 and a reduction in 0.5 certificated and 1 classified staff from the 2019-20 school year. During the 2019-2020 school year, ALH received an additional 5 classified employees throughout the year from Support for Students due to an influx of students with high needs. These students have enrolled in ALH for the 2020-2021 school year so funding for these students has been added to the ALH 2020-2021 budget to program for these students.



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EIPS PRIORITY: Promote Growth and Success for All Students

SCHOOL GOAL: To see more student success and school readiness for Grade 1.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

1. EYE-TA training and support for ECS teacher
2. Refining and building our PALS program
3. Teachers take literacy / numeracy cohort training
4. Have teachers set up with expert mentors in their field
5. Introduce all teachers to an effective Collaborative Response Model
6. Allocating ECS allocation for EA support in ECS classroom with a focus on EYE-TA areas of need

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.)

- EYE-TA Results
- STAR Early Literacy Assessment
- Fountas and Pinnell Levelled Literacy program
- PAL's program enrollment
- Kindergarten ISP's
- Division report card indicators
- Accountability Pillar results for access to programs for students at risk
- Parents, Teachers and Students satisfied with overall quality of basic education



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EIPS PRIORITY: Enhance High-Quality Learning and Working Environments

SCHOOL GOAL: More students will show one year's growth in numeracy and literacy results.

STRATEGIES/ACTIONS IMPLEMENTED:

1. Providing consistency in literacy instruction through Readers Workshop program for all grades
2. Increase the amount of leveled reading material for students in the school through the establishment of a school bookroom.
3. Continue utilizing standardized benchmark assessments in both numeracy and literacy that will show growth, one assessment at the start of school year and one at the end. (Benchmarks in - math basics, math problem solving, reading, narrative writing and functional writing).
4. Analyze data from the district MIPI and STAR assessments.
5. Work collaboratively with EIPS division consultants.
6. Staff will be involved in regular and ongoing collegial sharing – Collaborative Response Model.
7. Number talks
8. Provide LLI programs for second language learners and other identified students– focused one on one and small group time.
9. Use of non-negotiable teaching tools and strategies (as determined by staff).

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.)

- STAR reading assessment: average grade growth equivalent
- MIPI school average percentage
- ELA and Math Grade 6 PAT acceptable and excellence standard rates
- EIPS Parent Survey – Child demonstrating growth in literacy and numeracy



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EIPS PRIORITY: Enhance High-Quality Learning and Working Environments

SCHOOL GOAL: To see more students engaged in their learning while achieving excellence in all subject areas.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

1. Makerspace – Use of innovative technology/hands on activities or projects and built into timetables
2. Staff attend meaningful professional development
3. Staff collaboration with same grade partners
4. Expansion and utilization of non-negotiables
5. Use of co-constructed academic and behavioral criteria for students
6. Creation of an Art/Makerspace room
7. Increasing literacy resources for both fiction and nonfiction books through our bookroom
8. Increased counsellor time to support students and staff with implementation of ISP's

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.)

- Increase in PAT standard of excellence scores
- STAR Early Literacy Assessment
- STAR Reading Assessment
- Counsellor and teacher anecdotal on student success with ISP's
- Overall increase from parents and teachers on the passion for life long learning from our students
- Accountability Pillar Data of parents, teachers and students satisfied with overall quality of basic education, broad program of studies, and students finding work interesting at school.
- EIPS Parent Survey satisfaction of education quality