



SCHOOL EDUCATION PLAN – updated October 2021

SCHOOL: A.L. Horton Elementary

PRINCIPAL: Keri Busenius

STAFF FTE		BUDGET	
Certificated	16.56	Salaries	\$2,308,019
Classified	6.552	SES	\$122,558
		Total	\$2,430,577
		Surplus	\$25,526

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

SCHOOL PROFILE AND CONTEXT

A.L. Horton Elementary is a Kindergarten-Grade 6 school with 331 students, 17 teaching staff, and 17 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 in PALS and LINKS.



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Administrative Staff

Principal: Keri Busenius
Assistant Principal: Rita Lal
Counsellor: Chloe Giebelhaus

EIPS PRIORITY 1:

Promote Growth and Success for All Students

SCHOOL GOAL 1:

By building a school-wide numeracy culture with the consistent use and presentation of numeracy terminology, students will increase understanding and display **confidence with math problem solving**, which will translate into measurable growth in their MIPI results from September to June.

STRATEGIES:

1. Grade partner collaborative time to gather target vocabulary related to addition, subtraction, multiplication and division (as required per grade).
2. Whole school collaborative work focusing on innovative and engaging learning environments with the primary focus on developing a consistent and common math vocabulary throughout grades.
3. Create and display Math Word Walls to provide a visual reminder for students of targeted numeracy vocabulary.
4. Create a common school culture that promotes numeracy conversations through daily Math Talk in classrooms.
5. Use of benchmarking assessments to identify areas of strength and areas for growth as a grade level as well as individual students who will require intervention (MIPI and Math Benchmark Kit).
6. Regular collaboration with EIPS Math Consultant to bring in clear and innovative methods to target specific concepts and build more conceptual understanding.



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7. Create innovative methods to bridge the gap between conceptual, factual, and procedural knowledge in targeted areas.
8. Intentional focus on math journaling to build student confidence with math conversations.
9. Build and distribute math kits as per each classroom's needs.
10. Math buddies integrated in schedule for division 1 and 2 classrooms to interact and play math games.

MEASURES:

1. MIPI results
 - a. Overall school growth in MIPI results
 - b. Decrease in number of students with scores below 60%
2. Growth with Math Benchmarking Tool for Staff
3. PAT scores
 - a. Improvement in overall student achievement on Math Provincial Achievement Tests
 - b. Increase in achievement on High Level of Complexity questions
 - c. Percentage of students achieving acceptable standard on Part A is above provincial average
4. Report Card outcome
 - a. Improvement in overall student achievement related to the Math problem solving key learning outcome
5. Parent engagement
 - a. Parent Survey displays growing belief in the school's numeracy program benefitting their child's needs.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY 1:

Promote Growth and Success for All Students

SCHOOL GOAL 2: By creating literacy rich school and classroom environments, each student will **demonstrate growth on STAR reading** assessments in September, January, and June, and **growth in their writing** by moving along the EIPS writing continuum from September to June.

STRATEGIES:

1. Providing consistency in literacy instruction through Readers Workshop program for all grades.
2. Increase the amount of leveled reading materials for students in the school through the use of the school bookroom.
3. Participation in March Book Madness.
4. School-wide monthly literacy newsletter with literacy tips for parents (each grade level will submit one tip/strategy).
5. Work collaboratively with EIPS division consultants.
6. 0.1 FTE for literacy leads to provide support and maintenance of bookroom.
7. 0.2 FTE teacher for LLI program (ESL students and other students identified by teachers).
8. Teachers programming with Writers Workshop or Empowering Writers resources.
9. Regular cross-grade buddy reading program throughout the year.
10. School wide tracking of data (STAR, Fountas and Pinnell, EIPS writing continuum).
11. Principal and Assistant Principal modelling literacy by reading to classes, engaging in literacy initiatives and Guided Reading.
12. Participation in Reading Week program that extends throughout the year (each class sets reading goal for each month & results are displayed by library).
13. Use of electronic reading programs such as Raz-Kids & Read Theory.
14. Some books in the library are levelled, where appropriate.

MEASURES:

1. STAR reading assessment in September, January, and June
2. Increase in each students' independent reading levels
3. Decrease in the number of students labelled as urgent or at risk in reading
4. Improvement in overall student achievement on Language Arts PAT



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5. Increase in percentage of students achieving Standard of Excellence on Language Arts PAT
6. EIPS Parent Survey – Child demonstrates growth in literacy.

RESULTS: (To be added for Results Review)

EIPS PRIORITY 3:

Enhance Public Education Through Effective Engagement

SCHOOL GOAL 3:

Providing meaningful opportunities for parents/caregivers to engage in their child(ren)'s school experience will **increase parental involvement in school events and help parents/caregivers understand how to support learning.**

STRATEGIES:

- Invite parents to participate in various activities during the school year, including:
 - Volunteering for events and in classes
 - School Council
 - Meet the Teacher Night
 - Parent Teacher Interviews
 - Fundraising Opportunities
 - School events, such as Christmas Concerts
- Communicating about school events and student learning through various avenues:
 - Emails to parents from the school, principal and teachers. *(This was the preferred communication method from the parent survey.)*
 - Phone calls to parents. This includes both “Sunshine Calls” and other calls throughout the year. Oftentimes, it is easier to communicate complex issues when both parties can immediately ask any questions they may have.
 - Printed information sent home with students (eg., Hot Lunches). This provides parents who don't actively check other forms of communication an opportunity to receive the information.
 - Sending home examples of student work and assessments so parents have a direct line-of-sight to their child's progress.
 - Providing meaningful comments on report cards.
 - Maintaining an active social media presence; displaying exciting activities in the school and upcoming events.



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- Teachers providing an online presence through Brightspace, Twitter, etc.
- Provide learning opportunities for parents to complete with their children at home.
- Mental Health Capacity Building (MHCB) and School Counsellor connecting with families and students.
- Provide engaging activities for students that they will be motivated to talk about with their parents. (eg., guest speakers, creating speeches, project-based learning activities).
- Assist parents in supporting their child's education, including providing tips for reading at home through monthly emails.
- Create opportunities for parents to engage within the classroom learning context, such as providing videos of what they do in their careers.
- Host events such as the Spring and Fall Gatherings that help develop a sense of community. This will also help foster Indigenous culture and inclusivity.
- Send a questionnaire to parents asking questions similar to the Parent Survey but with a focus on *how* the school can improve. This can be done using an electronic format like Survey Monkey.
- Inviting parents to read with the class throughout the year.
- Provide opportunities for parents to participate in Parent Teacher Interviews via telephone or in-person. Communicate this option to parents when Parent Teacher Interviews information is released.

MEASURES:

- Increased attendance for Parent-Teacher interviews. This can be compared using the school interview site from the previous year.
- More parents are participating in school activities, such as volunteering for field trips and classroom activities.
- Increased participation in the Parent Survey compared to previous year's results.
- Increased parent satisfaction in multiple categories on the Parent Survey.
- Verbal or written feedback from parents during formal or informal situations.

These measures will have to take into account restrictions on parents entering the school due to COVID-19 in previous years.

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps:</p> <p>These funds will be used to support .1 FTE for literacy lead time and .05 FTE for numeracy lead time. This time will be used for literacy and numeracy intervention for students who we identify with learning gaps based on the STAR and MIPI results. In addition to this, these leads will be supporting staff with the Readers Workshop model, instructional coaching, and benchmarking of students.</p>	\$13,055
	<p>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).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	\$



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		Total Allocated \$ 13,055
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SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <p>These funds will be used to bump up our counsellor time by .1 FTE. This time will be used to provide 1 on 1 as well as small group support for students. The counsellor will also be working with the Vegreville Mental Health Capacity Building Coach to provide resources and support for our students.</p>	\$8,927
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$



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	Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books. Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.	\$
		Total Allocated \$ 8,927

